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ABSTRACT

This report is the result of a self-study undertaken by the staff of the University of Miami's Otto G. Richter Library as part of the Academic Library Development Program (ALDP), a management self-study program developed by the Association of Research Libraries' Office of University Library Management Studies. The basic responsibility for the study rested with a seven member study team assisted by four task forces. The study focused on Library operations in four broad areas: administrative structure and communication; technical processing; public service patterns; and physical facilities. The study team used the operating manual provided for ALDP participants but adapted the format to reflect local conditions. A needs assessment was also conducted using ALDP's image survey questionnaire. The final report contains the reports of both the study team and the task forces. The study team reports include a summary of major issues; a historical review; a needs assessment summary; an environmental analysis; and the goals and objectives. The task forces reported on services and collections; management systems; human resources; and technology and facilities. Detailed space utilization plans are also provided. The six appendices include the library user survey form, an analysis of the distribution of the survey respondents, a revised survey form, two personnel activity forms, and a copy of the American Library Association Standards for College Libraries. (DMC)

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ACADEMIC LIBRARY DEVELOPMENT PROGRAM

REPORT OF THE SELF-STUDY

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OTTO G. RICHTER LIBRARY

UNIVERSITY OF MIAMI

CORAL GABLES, FLORIDA

JANUARY 1983

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INTRODUCTION

The Academic Library Development Program (ALDP) is a management self-study program developed by the Association of Research Libraries' Office of University Library Management Studies and tested in various small to medium-sized academic libraries. The study was undertaken by the staff of the University of Miami's Otto G. Richter Library from December 1981 through November 1982.

The basic responsibility for conducting the study rested with a seven-member Study Team selected by the Director of Libraries. The Study Team was assisted by four task forces made up of Library staff members. All staff members participated in some way, through questionnaries, interviews, data collection, and informal discussion. The reports of the task forces demonstrate staff commitment to improving Richter Library's service to the University community.

The Study Team used the operating manual provided for ALDP participants but adapted the format to reflect local conditions and preferences. For the most part, emphasis was placed upon a close inspection of specific library operations rather than on an abstract investigation of general policies and procedures. Many recommendations made during the course of the study have already been implemented.

The final report is presented in two sections: Study Team reports and task force reports. The Study Team conducted the initial four modules of the study and wrote the final summary of major issues. Following the Study Team reports are the task force reports. Each task force report is the responsibility of the task force members and the Study Team. The task forces collected and analyzed data on specific topics, made recommendations, and prepared reports which were presented to the Study Team for extensive review, critique, and editing. All reports were available at all times to the staff members of the Library for review.

A significant point to keep in mind when reading this report is that it is being prepared and written at a particularly dynamic time for the University and the Library. Many senior University administrative positions have changed in the last three years. Director of Libraries Frank Rodgers was appointed in September 1979. President Edward T. Foote took office in June 1981. Provost William F. Lee assumed his new role in June 1982, and eight Deans have been appointed since 1980. This volatility has resulted in little long-range planning by the University, which has for some time lacked a strong sense of direction. Despite this lack, and contrary to the widespread belief that "nothing ever gets done around here" the Library has done a good deal to prepare for the future.

Library management has been strengthened with the addition of two assistant director positions. Circulation Services have been reorganized and relocated to reduce redundancy in staff assignments and some positions have been transferred to other departments. New offices have been built and expanded microfilm facilities have been installed. A new low level of humidity is being achieved and housekeeping is improved. Planning for automation has begun.

Much remains to be done and this report discusses details. Present practice is analyzed and recommendations for change are made. Although the reports in this document appear to focus on weaknesses rather than strengths, staff members have come to realize that the problems faced by Richter Library are fairly common to most academic libraries. They may be resolved as a consequence of the University's acknowledgement of the need to maintain the highest level of library services in order to achieve the institutional goal of academic excellence, the Library administration's leadership in identifying needed changes, and the staff's willingness to support and work toward achieving such changes.

The Study Team wishes to thank all those who have devoted their time, energy, and capabilities to assist in the compilation of this report. Duane Webster and Joseph Brannin of the Office of Management Studies helped to mold the study team and to focus its energies. Acknowledgement and special thanks go to Director of Libraries Frank Rodgers, without whose encouragement and assistance this enterprise would not have been undertaken.

SUMMARY OF ISSUES AND RECOMMENDATIONS

The charge from the Director of Libraries called for the Study Team to analyze Library operations in four broad areas:

Administrative Structure and Communication

Technical Processing

Public Service Patterns

Physical Facilities

The Idea Exchanges were a most useful means of enabling the staff to articulate their perceptions of the major issues facing the Library. These issues were grouped for study under the above headings.

The principle recommendations discussed in detail in the following pages are:

Administrative Structure and Communication

A) Structure the planning process
B) Clarify the organizational structure
C) Improve communication
D) Establish a committee on conditions of employment
E) Improve opportunities for staff to participate in decision making
F) Establish a staff development program

Technical Processing

A) Continue review and analysis of operations for improving efficiency
B) Develop an online catalog

Public Service Patterns

A) Develop a detailed philosophy of service
B) Consolidate service areas
C) Reorganize the Public Services divisions

Physical Facilities

A) Relocate major services on the first floor
B) Rearrange the stack collection
C) Plan for the construction of additional space

HISTORICAL REVIEW

INTRODUCTION

The University of Miami celebrated its fiftieth anniversary in 1976. Its first twenty years were characterized by extreme penury, and in fact the University went so far as to declare bankruptcy in 1932. The first period of growth began with the influx of post-war students in the mid-1940's. In 1981 the University had an enrollment of approximately 14,000 full and part time degree students, including 4112 graduate students. Almost 60% were Florida residents, and 1533 were from areas outside the United States. The faculty numbered 1140, research was conducted in 43 Ph.D. fields and 65 doctoral degrees were awarded.

The Library's fortunes have reflected those of the University. The first full time professional librarian was hired in 1932. The budget for book purchases was quite inadequate for the first 45 years of the Library's existence and the collection depended heavily upon gifts and bequests from a few generous donors. In 1946 the collection totalled 53,545 volumes, mainly acquired by gift. In 1981 the number of volumes in the combined University Libraries was close to 1.5 million. Only in the last seven years has the book budget begun to increase to a level approaching the needs of the students and faculty.

LIBRARY BUILDING

The Otto G. Richter Library was built in 1962 as a result of the generosity of two donors and won an award for architectural excellence. An air-conditioned nine-story structure, it was built according to the prevailing concepts of the time, i.e., a large separate undergraduate reading room and a less accessible stack tower for the bulk of the research material. The building finally brought together the processing and service departments which had until then been inconveniently located in separate quarters. The Science collection, housed previously on another campus, was moved into the undergraduate reading room but kept together in anticipation of the construction of a second unit of the Cox Science Building which never materialized.

The Director held informal discussions with the staff concerning the design of the new Library. With this involvement the staff had a strong interest in assuring the attainment of the maximum efficient use of the building's design. The Richter Library was planned to house one million volumes and has now reached its capacity. Access to the stack tower is no longer restricted but is open to the entire University community. The undergraduate reading room holds not only the Undergraduate and Science collections but also the Engineering collection, which was transferred in 1981 from its increasingly cramped space in the McArthur Engineering Building.

LIBRARY ADMINISTRATION

The University of Miami Libraries include the Richter Library, the

Marine Library at the Rosenstiel School of Marine and Atmospheric Science, the Pick Music Library, the Calder Medical Library, and the Law Library. The latter four libraries come under the jurisdictions of their respective schools and the librarians report to their Deans. The Director of Libraries administers the Richter library and coordinates University-wide library activities in his position as chairman of a committee of the five librarians. Reports provided to the Association of Research Libraries include figures for the five libraries.

LIBRARY HUMAN RESOURCE

In May 1980 the Richter Library staff consisted of 34 librarians holding faculty rank and 67 support staff. Interviews with long-term Library staff members revealed a general agreement as to the great importance of certain individuals to the Library's development. The appointment of Dr. Archie McNeal as Director of Libraries in 1952 was significant in establishing a continuity of leadership and a focus of loyalty which resulted in a dedicated staff. A valuable asset to the Library and the University as a whole was Dr. McNeal's active involvement in national and regional library organizations. Another person to whom great credit must be given for the development of the Library in the early years is Charles Lewis Morgan, Acquisitions Librarian for many years. Recalled as an outstanding bookman who had a lasting influence on the development of the collection, he was highly respected by his faculty colleagues throughout the University. Although the faculty had direct responsibility for the choice of new materials, they were constantly guided by Mr. Morgan's knowledge and perspicacity. The result was a collection of generally fine caliber, described in 1966 as exceptional for such a relatively young institution. Another outstanding feature of the Library is the dedication of its staff, which may be characterized as capable, loyal, long in place, and above all, pragmatic. The oldtimers speak almost with nostalgia about the days in the unairconditioned rickety shacks before the Richter Library was constructed, and the general feeling appears to be that it has always been necessary to maintain an ability to cope with any number of difficulties.

LIBRARY COLLECTIONS

The University may be described as opportunistic in the sense that there has never been a long-range integrated plan for growth. As individuals appeared with certain interests those interests flourished, but as the individuals disappeared from the academic scene these interests sometimes declined. This is also true of the Library. One positive example of this opportunism was the establishment of the Meyer Gold Reading Room as a result of the Meyer Gold donation to the construction of the Richter Library. Of equal importance is the Gold Fund which has enabled the development and maintenance of a collection of materials in business that is outstanding and highly pertinent to the programs of the School of Business Administration. In both these cases, the University benefited.

On the other hand, because a faculty member happened to hear of the existence of what is now known as the Chinese collection, the Library has an unusual collection of 15,413 volumes in the Chinese language. It is rarely used and, not being available to other libraries through the nationwide library database, is not generally known outside Miami. In another instance, due to Dr. McNeal's friendship with John Cronin of the Library of Congress, the Library has for years been building what has become the sixth or seventh largest Russian collection in the country. However, it too is little used because the Russian program declined with the departure of interested faculty. Finally, the existing special collections are a source of potential strength, especially in the areas of Florida and the Caribbean. Unfortunately, because of a lack of funds for staff to process and service the material, much of it is inaccessible.

LIBRARY TECHNOLOGY

The Richter Library in June 1975 became a member of the Online Computer Library Center, a library service and research facility in Dublin, Ohio. OCLC operates an international network used by member libraries to acquire and catalog materials, order catalog cards, arrange interlibrary lending, and maintain location information on library materials. The Library possesses seven computer terminals and has currently entered 157,903 records representing its holdings into the online database, including both new and retrospective materials.

In March of 1978, computer assisted research service was offered for the first time in the Library's Reference department. Today there are over two hundred subject-oriented bibliographic and numeric databases available to the library user through three major vendors.

LIBRARY BUDGET

The University's budget for the Library both for book purchases and staffing requirements has never been adequate. For many years the Library was largely dependent upon donations to build up its collection. In 1966 the Visiting Committee of the Southern Association of Colleges and Schools strongly recommended that the University give priority to the development of the book collections and that the Library's percentage of the educational budget be increased to at least five percent. This recommendation was not adopted much to the detriment of the Library's resources.

As a result of impassioned pleading by key faculty members and the Director of Libraries, the University administration in 1975 undertook a five year program to increase the Library book budget by $100,000 per year, incrementally. The continuation of this commitment through the 1981 budget year has brought the book budget close to one million dollars, but even with this increase the library's budget does not yet achieve minimum ALA standards. In addition, the University's finances have not allowed an increase in the budget for staff positions, and, as a result, approximately 15,000 recently received monographs await cataloging for the general collections and 30,000 items in Special Collections need full bibliographic processing. Also, archival material collected during the last fifty years require listing, indexing and preservation. It should, however, be pointed out that the Library has improved its position in the Association of Research Library's ranking of total operating expenditures of university libraries, moving from 86th place (out of a 1975/76 listing of 93 libraries) to 66th place (out of a 1980/81 listing of 100 libraries).

This budgetary review would not be complete without reference to the unique problem found in the Miami climate: the atmospheric conditions which produce excessive humidity and as a result serious potential damage to the Library collection. A preservation program is in the design stage but is moving slowly because of little budgetary impetus. The Library is fortunate in not having to meet its own utilities bill and so far has successfully persuaded the University Administration that savings in air conditioning ought not to be required of the library.

CONCLUSION

At this time the Library is at a crossroad. More space is urgently needed to house the growing collections and to allow for the expansion of services and staff. The University administration has assured the Library administration that it is sympathetic to the Library's needs and that an addition to the building is high on the list of priorities. It is also necessary that the Library develop its collection more systematically than has been done in the past. This is admittedly difficult because of a lack of definition of the University's own long-term goals and objectives and its haphazardness in deciding exactly which academic programs are to be strongly supported or emphasized. It is to be hoped that as the University moves toward a sense of excellence, a greater emphasis will be placed upon planning through rational development rather than opportunism.

NEEDS ASSESSMENT

INTRODUCTION

The Needs Assessment group felt it was important for the ALDP Study Team to know more about the needs of the University community with respect to the Library. We decided to use the image survey questionnaire provided by the ALDP self-study manual without any changes.

2500 copies of the survey were distributed among students and faculty members. To get a good response, we approached the faculty from several disciplines and asked them to distribute the surveys in class and when possible to collect and send them to us directly. Copies of the survey were also sent to each department chairman to be distributed to the faculty. An attempt was made to obtain responses in a box that was placed at the Library's entrance but very few of these were completed and returned.

Of the 2500 surveys distributed, 420 were returned giving us a 17% response rate. We consider that this high response rate was achieved because of the direct involvement of the faculty in distributing the surveys in class, although the administration of the questionnaire was not directly supervised by library personnel.

The questionnaire was not completed by many respondents, presumably because of its length and complicated nature. After analyzing the results, the Study Team decided to shorten and clarify the survey for future use. When needed again, the survey should be distributed to the various divisions of the University through the bibliographers who act as liaisons between the Library and the faculty. This will give the Library a clearer picture of the actual needs of the different disciplines.

We hope that the results of the survey will be helpful in determining what kind of library we have and what changes we must make in order to provide an ever more useful environment for meeting the needs of those we serve.

Our appreciation goes to Lyn MacCorkle for her invaluable help in analyzing the collected data.

THE AVERAGE LIBRARY USER

Through the survey we were able to examine the responses of the Average library user to different questions. The reader should be reminded that the "Average" user can be divided into a variety of groups and individuals who may have distinctly different attitudes and needs. A good average (or mean) response represents a central tendency or a dominant feeling that is held by the majority. In examining our data using statistical software in the Computer Center, it became apparent that many of the responses to items on the survey differed significantly between groups of users and also from the general population mean (average). In these cases the "Average" user would not be a very good representation of the central tendency, and, therefore, might not be the best measure by which to evaluate or design a service.

DIFFERENCES AMONG GROUPS

We know that faculty members and freshmen differ in what they need from the Library; we also know that copying facilities are critically important to users. We might suspect other things, for example, that science and engineering students are more satisfied with our facilities than other students. The data generated by the survey allows us to objectively examine how our patrons actually perceive the Library and what they value in our services and facilities. In addition to analyzing the responses of all respondents, we also looked statistically at real differences existing among the following groups:

a. Students and Faculty.
b. Freshmen and Faculty.
c. Freshmen and Seniors.
d. Graduate students and Faculty.
e. Freshmen and Graduate Students.
f. On and Off Campus Students.
g. Day and Night Students.
h. Engineering and Architecture Students.
i. Science Students and Humanities/Social Science Students
j. Social Science Students and Humanities Students.
k. Frequent (monthly or better) Users and Infrequent (less than monthly) Users.

METHODOLOGY

The responses on the survey instrument were coded into forms that could be read by the Optical Scanner at the Computer Center. In coding, the responses were given a number value so the data could be analyzed. The Optical Scanner translated the results into machine readable form and stored them on magnetic tape to be processed by the computer. SPSS (Statistic Package for the Social Sciences) was used to perform a variety of calculations.

The Condescriptive routine was used to determine the mean response to all 187 items on the Survey by all respondents as a group. A Frequency routine produced a breakdown of the 420 respondents' characteristics. To examine differences between the various groups listed above, the two tailed analysis of variance was used.

SURVEY RESULTS

THE UNIVERSITY IS:

UM is perceived as more traditional than innovative by the Average user of the Library. Faculty think it more traditional than Students. Freshmen think the University more innovative than traditional.

Faculty believe the University to be instruction rather than research oriented. Students are neutral in their response. Assist/Assoc Professors most strongly felt that there existed an instructional as opposed to a research bias at UM.

Students and Faculty both feel that the University is mostly concerned with undergraduate programs, is experiencing decreasing financial support, and is oriented towards on-campus students.

Students, Freshmen, and Science Students were more likely to see UM as emphasizing arts and sciences rather than career education. Faculty believes the University emphasizes career education.

Students see the University as a growing institution; Faculty consider it declining. Night Students think the University is declining, but Day students feel it is growing.

Students and Faculty both feel the University is planning for the future, not merely interested in the present.

THE LIBRARY IS:

Our Average User is neutral on the question of whether the Library is inviting or not very appealing. Freshmen and Frequent users find the Library inviting, while Seniors and Infrequent users find it not very appealing. Seniors and Frequent users find it less difficult to use than Freshmen or Infrequent users. The Average user finds the library easy to use.

The Library is thought to be valuable by all groups of users. The strongest contrast exists between Faculty and Students; the former find the Library less valuable than the latter.

Freshmen and Frequent users of the Library find it a good place to study. The Average user does not. The strongest negative feelings are given by Graduate Students and those who use the Library infrequently.

Freshmen, Frequent users, and Full Professors find the Library the most helpful. We are considered helpful, rather than unhelpful, by all groups, however, Assist/Assoc Professors and Infrequent users rank us lowest on the helpful continuum.

The Average user finds the Library Student rather than Faculty oriented. There are no significant contrasts among the different groups.

We are strongly perceived to be more interested in information storage than information retrieval by the Average user.

The Library is considered an important part of the instructional process rather than a minor part by our Average patron. Patrons who only use the Library infrequently feel that it is less important than

Frequent users, and Night Students were stronger in their feeling that the Library is an important contributor than Day students.

Assist/Assoc Professors feel that we are unaware rather than aware of user needs; Full Professors believe the opposite. Seniors, in contrast to Freshmen, perceive the Library to be unaware of user needs. Frequent users think we are aware, while Infrequent users find us unaware of user needs. Our average patron believes the Library is aware of user needs.

The Library is thought to be more concerned with maintaining the collection than providing informational services by the Average user. There are no significant differences among or between the sub-groups.

Our Average patron considers Richter to be a bit more interested in preserving books than in helping users in the Library. There was a significance difference between Frequent and Infrequent users. The former perceive us to be slightly more interested in helping people, while the latter strongly agree with the Average patron.

Our Average user feels we are a significant contributor to the instructional process.

THE LIBRARY FACILITIES ARE:

Students find our facilities more useful than useless, and more useful than Faculty. Full Professors find our facilities more useful than Assist/Assoc Professors, as do Science Students more than Students in Humanities and Social Sciences. The Average user considers our facilities slightly more useful than useless.

Students consider our facilities to be more reliable than unreliable. Faculty as a group do also, but Assist/Assoc Professors are neutral in their response. Frequent users have the highest positive response. Our Average user finds our facilities more reliable than unreliable.

Assist/Assoc Professors find our facilities inadequate; Full Professors find them adequate. Night Students find them inadequate, and Day Students adequate. Freshmen think our facilities are adequate, but Seniors feel they are inadequate. The Average user finds our facilities adequate, but only slightly so.

Richter's facilities are considered helpful by the Average user. The most pronounced difference is between Assist/Assoc Professors and Full professors; the former rate us least helpful of all groups and the latter the most helpful. Science Students find our facilities significantly more helpful than Students in the Humanities and Social Sciences.

Our facilities are considered slightly more inefficient than efficient by the Average user. Students and Faculty give contrasting responses. Students feel we are efficient; Faculty perceives us as inefficient. Frequent users find our facilities efficient; Infrequent users find them inefficient. Both Science Students and Students in the Humanities and Social Sciences find the facilities efficient, but Science Students more so.

In contrast to Freshmen and Full Professors, Assist/Assoc Professors consider our facilities to be declining rather than improving. Science Students see a significant improvement in comparison to Students in the Humanities and Social Sciences whose response is neutral. Patrons who use the facilities infrequently are also neutral. Our Frequent users see an improvement. The Average user believes our facilities have improved and are not declining.

The Average patron finds our facilities easy to use, rather than hard. However, a significant difference exists between the perceptions of the Assist/Assoc Professors and the Full Professors; the former has a neutral response while the latter believes the library is easy to use. Frequent users find us easy to use but Infrequent users find our facilities difficult to use.

Students perceive the facilities to be well organized, but Faculty feel we are poorly organized. However, Full Professors think we are well organized (but only slightly). The Average user is neutral in his/her response.

Full Professor feel our facilities are comfortable rather than uncomfortable, but Assist/Assoc Professors feel that they are uncomfortable. Science Students think our facilities are comfortable and Students in the Humanities and Social Sciences feel that they are uncomfortable. The Average user feels the facilities are comfortable.

Freshmen think our facilities are the roomiest of any group. The Average patron feels that our facilities are roomy more than crowded. The Students in the Humanities and Social Sciences believe that we are crowded.

Our Average user considers our facilities to be conveniently located. Faculty are the most pleased as a group.

Richter's facilities are considered slightly more unattractive than attractive by the Average user. Science Students feel the library's facilities are attractive, while Students in the Humanities and Social Sciences agree with the Average user. Science Students also feel that our facilities are well designed; Students in the Humanities and Social Sciences think the opposite. The Average user believes that Richter's facilities are poorly designed. Both Students and Faculty agree, with Faculty being more negative than Students.

Our facilities are considered heavily used by Students but little used by Faculty. The Average respondent feels our facilities are heavily used.

THE LIBRARY'S COLLECTION IS:

The Library's collection is considered to be useful by our Average user. Students, Freshmen and Graduate Students give the collection's usefulness a significantly higher rating than Faculty. Faculty believes our collection to be useful rather than useless, but Assist/Assoc Professors give it a much more negative rating than Full Professors. Science Students think the collection more useful than Students in the Humanities and Social Sciences.

The collection is considered strong rather than weak by the Average user. Collectively, Faculty consider our collection weak; Students consider it strong. Freshmen feel that it is very strong. Graduate Students are neutral in their response. Assist/Assoc Professors, in contrast to Full Professors, feel the collection is extremely weak. Full Professors rate it slightly weaker than stronger. Day Students are more likely to feel that the collection is strong than are Night Students, who respond neutrally.

Our Average user rates our collection as ordinary rather than distinctive. The highest contrast exists between Freshmen, who consider the collection distinctive, and Faculty, who very solidly rate it ordinary. Assist/Assoc Professors give a considerably more negative rating than Full Professors. Students give a neutral response. Graduate Students believe the collection to be very ordinary.

The collection is thought to be reliable rather than unreliable by the Average user. Students consider it reliable, but Faculty believe it is unreliable. However, Full Professors think it is reliable, although slightly so. Graduate Students are neutral. Day Students, in contrast to Night Students, consider it reliable.

The Average user and all sub-groups believe the collection to be necessary rather than unnecessary, Faculty slightly more so than Students.

The Average user rates the collection more adequate than inadequate. Students and Faculty have opposite reactions; the former feel the collection is adequate and the latter think it inadequate. Assist/Assoc Professors are very negative, while Full Professors show a neutral response. Freshmen are the most positive concerning the adequacy of the collection. Frequent users think the collection adequate, but infrequent users think it inadequate.

Students feel the collection is large, while Faculty consider it small. Science students think it is large, but Students in the Humanities and Social Sciences give a neutral response. Assist/Assoc Professors feel it is the smallest of any group; Full Professors feel that it is slightly larger than smaller, as does the Average user.

Students believe our collection rich; all Faculty, on the other hand, believe it to be poor. Freshmen feel it is the richest. Frequent users consider it to be slightly on the poor side; Infrequent users are even more negative. The Average user feels that our collection is generally poor.

Students consider the collection superior; Faculty think it inferior.

Graduate Students also consider the collection inferior rather than superior. Freshmen think it slightly superior. The Average user believes our collection to be inferior.

The collection is considered little used by Faculty and heavily used by Students. The Average patron thinks that the collection is heavily used.

Our Average patron strongly believes that the collection is for Students rather than Faculty.

Students as a group consider the collection to be current, but Faculty feel that it is out-of-date, especially Assist/Assoc Professors. Graduate Students and Average users believe it to be out-of-date..

Students feel our collection is improving rather than declining; Faculty believe it is declining. Assist/Assoc Professors are very emphatic in their believe that the collection is declining, while Full Professors feel that it is improving. Frequent users think that it is improving while Infrequent users feel that the collection is declining.

All users believe the collection to be academically oriented and to be book and journal oriented.

THE LIBRARY'S SERVICES ARE:

All patrons feel our services are useful.

There are many differences between groups as to whether our services are strong or weak. Assist/Assoc Professors believe them to be weak; Full Professors think them strong (but only slightly). Freshmen are very positive, as are Science Students and Frequent users. Students in the Humanities and Social Sciences believe we have weak services, as do Infrequent users. The Average user considers our service stronger rather than weak.

All patrons, including the most uncritical group, Freshmen, consider our services to be ordinary as opposed to distinctive.

Our services are considered unreliable by Faculty and reliable by Students. However, Full Professors consider us reliable. Frequent users and Freshmen consider our services the most reliable. The Average user also considers our services to be reliable, but the response is not strong.

All patrons agree our services are helpful rather than unhelpful.

Our services are considered slow by the Average user. The single strong contrast is between Full Professors and Assist/Assoc Professors, with the former considering our services to be fast (but not very strongly), and the latter thinking our services to be very slow.

All groups believe that Richter's services are more for Students than for Faculty, with Freshmen and Frequent users giving the strongest response.

The Library's services are considered heavily used by Students and little used by Faculty. The Average user thinks that they are heavily used.

All users agree that the Library's services are necessary rather than unnecessary.

Students are neutral as to whether our services are inferior or superior. Faculty considers them inferior. Assist/Assoc Professors feel our services very inferior, but Full Professors think they are superior (if only slightly). Freshmen feel that the Library's services are superior. The Average user considers our services inferior.

The Library's services are regarded as easy to use by all but Assist/Assoc Professors and Infrequent users. The Average user considers our services easy to use.

The Library's services are believed to be unpleasant rather than pleasant by only one group, Infrequent users. Full Professors are positive, but Assist/Assoc Professors are neutral in their response.

The Average patron thinks our services are improving rather than declining. However, the same Average user responds neutrally when asked whether we are efficient or inefficient. Full Professors think that we are efficient, but Assist/Assoc Professors believe we are inefficient.

ENVIRONMENTAL ANALYSIS

INTRODUCTION

Academic institutions are subject to influences imposed by factors outside their control. Four major factors: demographic, social, economic and technological, are analysed to determine how they will affect the University of Miami and the Otto G. Richter Library.

I. DEMOGRAPHIC DEVELOPMENTS

By 1990 the number of traditional college-age people (ages 18-24) will decrease by 15% (from 29.5 million in 1980 to 25.1 million in 1990). This decrease is predicted to continue until 1996 when the number of college-age people is expected to rise slowly. In 1996 this age group is predicted to be 19% non-white compared to 15% non-white in 1980. The population of Florida and particularly South Florida will continue to grow and will reflect the centrality of Miami in the Caribbean and northern Latin American areas.

To maintain enrollments over the next 15 years, academic institutions will have to attract more adult students and provide more continuing education opportunities both vocational and avocational for full-time workers.

A. Impact on University

The University of Miami administration is responding to these demographic changes in two ways. First, a new admissions policy is being implemented which will emphasize the recruitment of high quality students. A Faculty Senate committee recommended that the University undertake a major marketing and recruiting effort to emphasize academic quality and the advantages of a private independent university. In order to appeal to quality students, some programs may be strengthened and others discontinued. In the future, the University of Miami expects a student population stable in size and improving steadily in quality. These changes in the composition of the student population will result in substantial curriculum changes to meet new program needs.

Second, the University views continuing education programs as a high priority. Completion of a new $3 million School of Continuing Studies building will centralize continuing education activities on campus. The University has also participated in building a new Conference Center located in downtown Miami, which will be linked to the activities of the School of Continuing Studies.

B. Impact on Library

The Library faculty must insure close association with the teaching faculty in planning curricular changes to make available the appropriate library resources in support of new programs. As the academic quality of the student body increases, there will be increased need for enhanced library services. Advanced level bibliographic instruction, tailored to the curriculum and the individual student's research needs, will be developed. The Library will be prepared for the computer knowledgeable student by providing appropriate facilities for computer assisted research. There will be increased demand for access to computer stored data bases.

II. SOCIAL CHANGES

The nations of the world are increasingly interdependent and technically interlinked by a great variety of systems, goods, and economic necessities. Society suffers from disruptions and acts of violence in all parts of the globe which create worldwide tension and conflict. The possibility of economic chaos is ever present due to overpopulation and agricultural imbalance. In the scientific fields we are coping with new ethical problems. A wave of anti-intellectualism and censorship has appeared. The role of the university in today's turbulent world is to provide not only technical knowledge but support for the individual's and society's quest for values. By providing opportunities for explication and interpretation in a broad arena of thorough investigation and research, universities provide a service and insight into today's social turmoil that other institutions cannot.

In the short period since spring of 1980, the Miami area has experienced a severe racial riot, the arrival of more than 100,000 Cuban refugees, and the still constant arrival of Haitian refugees seeking a better life in the United States. The national news media has focused on the high crime rate and the severe problems with the drug traffic endemic to the South Florida area.

A. Impact on University

To meet the demands imposed by social changes, the University of Miami must find ways to cooperate with others in the Miami area who are trying to solve pressing local problems. President Foote has established the Greater Miami Task Force to identify ways in which the University can offer assistance to the community in addressing the issues of refugees, illegal aliens, race, crime, and drug traffic.

The President has also appointed Visiting Committees composed of alumni and leaders in appropriate fields to evaluate the work and the needs of various campus units. The Visiting Committee on University Libraries convened in June 1982 and heard informal reports on the ALDP study by members of the Study Team.

To emphasize the University's commitment to Miami, the Admissions Office has unveiled a new campaign to show the alliance between the University and the Miami community, emphasizing the quality of education at the University, the more than 100 academic programs, and the vitality and distinctiveness of Miami's business community. As President Foote stated in the student newspaper, the theme of the new recruitment effort "emphasizes that this university and this city are together and the emphasis is on Miami, as we all know, a Miami of strength and beauty, a Miami of pride, some of which has gotten lost in the shuffle of the last year or so. We consider it a privilege to be an institution in Miami, and we consider it an obligation as a major institution of Miami, not only to be the best university we can be, but to be the best institutional citizen of the community we can be. So our destiny is Miami's destiny. We're proud of it." (University of Miami Hurricane, March 5, 1982).

B. Impact on Library

The Library will be required to maintain and provide efficient access to an up-to-date comprehensive collection of materials on the Miami area and drug traffic.

III. ECONOMIC CHANGES

The current political and economic situation has had an adverse effect on academic institutions. The University of Miami as a private institution is in some senses better off and in other ways suffers more than publicly funded universities. Reduced public revenues do not affect the University of Miami. High inflation rates, reduced business profits, and uncertainty about the economic future mean potentially fewer students available from the traditional market for private education. Reduced federal funding for research, for direct grants to academic institutions, and for student aid are all a reflection not just of the current economic recession and inflation but also of a significant shift in the philosophy of the President and Congress about the federal responsibility for higher education.

A. Impact on University

As a private institution the University of Miami is greatly affected by declines in student enrollment. A decline in enrollment in the 1981 fall semester resulted in immediate budget cuts in 1981/82. In addition, the University is in competition with several other area colleges for freshmen students. Recently, Florida International University, which is located in the Miami area, extended its upper division to include freshmen and sophmore classes. Miami-Dade Community College, one of the largest community colleges in the nation, has had high enrollments and most likely will continue to do so.

In order to combat these economic changes, the University has raised tuition, is finding ways to reduce expenses, is seeking closer ties with the state government, is articulating means to recruit and retain quality faculty and students, and may seek ways to encourage early retirement for tenured faculty. President Foote has proposed a Research and Development facility to provide income for the University and the establishment of a North-South Center as a focal point for renewed emphasis on Latin American studies and Third World studies. A Faculty Senate committee has suggested that the endowment of faculty chairs be increased in order to rely less heavily on tuition and to insure that admission standards are less affected by economic concerns.

B. Impact on Library

The Library has been asked to cut $50,000 from the 1982/83 budget which will be partially realized from salary savings resulting from temporarily vacant positions.

One response to budget problems is to provide new and better services, such as computer information retrieval, and to market these services to the administration, the University community, and potential users outside the University community. Libraries are capable of providing bibliographic citations from on-line searches; in the future the non-bibliographic database may be accessed by the library to provide actual data. In addition, the Library needs to scrutinize all areas of its operation to find the most economical methods of operation and to make the most effective and efficient use of its present staff and resources.

IV. TECHNOLOGICAL CHANGES

By far the most rapid change will take place in the technological field. The 1960's through the early 1980's may be viewed by future historians as a transition period from an industry-based society to an information-based society. By 2000, technology will have transformed the ways we produce, process, store, and distribute information; access to information will become a crucial factor for individuals and for nations.

A. Predictions

1. By 1986 one in ten Americans will own a computer.

2. Before 2000 many homes will have video text systems with access to computerized information resources such as theater and movie listings, newspapers, magazines general encyclopedia information, home banking, and public library catalogs.

3. Within the next three years, the majority of entering students will have had at least a one semester lab course in computing at the secondary level. By the end of the 1980's college students will be even more sophisticated in their knowledge of computers.

4. Within five years, a relatively low-cost ($3,000) computer will be available that will be a powerful word processor and a node for a communications network.

5. The video disc will be in wide use in industry, the medical profession, and the armed forces within five years. These video discs are the beginning of the future ability to put large libraries (as many as 40,000 books) in portable form. Some time in the future, video disc libraries will be available for individuals to purchase for their homes.

6. Electronic publishing will become inexpensive enough to compete directly with paper publication. An alternative to printed journals would be on-demand publication where a graduated fee would be charged for information based on the amount used. The reader could call up the index or table of contents, view abstracts of relevant articles, view the article, and order a copy. At each viewing level, a fee would be charged.

B. Effect on Universities

Most universities are not ready to make full use of the new technology, partly because of economics (lack of money to buy all the needed hardware and software) and partly because universities place emphasis on using words and symbols and line drawings as teaching aids because they are inexpensive and because this type of communication is adequate for teaching descriptive and declarative knowledge. However, words and symbols are not as effective for teaching complex procedural skills such as piloting, laboratory procedures, and medical skills. Technology, such as videodiscs, communication networds, and computers,, will allow universities to improve their teaching of conventional subjects, to teach new subjects and skills more efficiently and effectively, and to improve research methods.

The University of Miami has lagged behind other universities in the use and development of computer capability. A Fall 1981 report by a College of Arts and Sciences committee has resulted in a revamping of computer facilities and services on campus by separating the academic/research computing needs from the administrative services/business needs. The report also recommended that a committee be appointed to make use of the expertise available on campus, and to encourage widespread use of minicomputers in all areas of the campus.

C. Impact on Library

Tom Surprenant in an article in Wilson Library Bulletin (January 1982, pp. 336-340) anticipates an active and substantial role for the library in the future. He predicts that the basic functions of the library will not change but the ways in which those functions are carried out will.

Formats of collections will change. Electronic publishing may have as dramatic an effect on collections as computers. More and more informations will be available in machine readable form. Libraries will have to provide new services, such as teaching patrons how to use the new electronically stored information.

The impact of these changes on the Richter Library will be in four areas:

1. Staff

We need to find and develop staff who have the ability to cope with constant change and who have imagination and creativity. We will have to adjust to changing staff patterns, as tasks formerly considered professional tasks will become routine tasks to be handled by clerical workers or computers.

2. Administration

Management will be affected by the need for more shared decision making, increased personnel development programs, the need for a management information system- and the need to become more involved in the institution's long-range planning as well as the need to enhance the library staff's long-range planning expertise.

3. Facilities

Facilities will need to be flexible to house new equipment and to allow for the provision of new services. This past year the Library has been testing an online catalog offered throught the auspices of SOLINET (Southeast Library Network) and is producing a computer printout of periodical holdings.

4. Budgeting

In the future, the budgeting process may need to allow for a hardware/software budget in addition to a book/periodical budget.

CONCLUSION

Academic libraries are on a continuum from those which serve basically a repository/referral role to those which have a research support/instructional role. We, the staff of the Richter Library, need to decide where our Library fits on this continuum. Will we beome a storage facility for print and some non-print materials, or will we become an information center which actively, even aggressively, plays a dynamic and more central role in the educational and research processes of the University of Miami?

If we opt for a more active role, we must devise ways to use the new technology for the greatest benefit to our users; we need to look at our collection in terms of user needs, formats, and the most effective allocation of funds, we need to expand the role of public services and our bibliographic instruction activities; and we need to become actively involved in institutional long-range planning. If we perceive the Richter Library as more than a collection of books and journal, as a library that is a true campus resource center, we must become more active and productive participants in the university's learning and research process. We must be more service-oriented and user-oriented than ever before.

The future is extremely difficult to predict and there are complex external forces affecting us over which the University and the Library have little control. However, we must be aware of these forces and devise the best strategies possible to meet the challenges ahead.

GOALS AND OBJECTIVES

INTRODUCTION

To paraphrase President Foote, setting goals and objectives is "...part of an ongoing process that will help us understand not only what we do, but why we do it, and whether we should." To be effective one must first decide what one wishes to accomplish and then state that goal clearly. Goals are statements of long-range and broad intent which provide guidelines for selecting courses of action. The goals determine the objectives which are specific and measurable and set in a time frame. Objectives provide motivation and are the tools used to guide the programs of the library. In addition, the objectives of the library must be consistent with one another and with the university's goals. The crucial decision is not what should be done, but what should be done first. Setting dates for accomplishment and developing measures of performance towards objectives gives meaning to these tasks and provides the rewards necessary to support increasing motivation. As President Foote stated in his inaugural address, the University should strive to become preeminent in the tropical aspects of such sciences as botany, zoology, medicine and oceanography. Furthermore, the School of Business should become second to none in international business emphasizing Latin America and the Caribbean. The development of the downtown Knight International Center, the newly acquired land near the Metrozoo, and the North-South Center at the Biltmore Hotel will allow the University to grow in the eighties. As the goals and objectives of the University become more explicit, the duties of the Library will become more tightly bound to the University's mission.

It is interesting to note that when this study was initiated there were no publicized statements on goals and objectives. As the Study Team began its task, a report by the Director of Libraries to the University administration became available: "The University of Miami Libraries: Outlook for the 1980's." Statements from that report were incorporated, along with the departmental evaluations and the library staff's ideas, into a rough draft of the mission statement and the Library's goals and objectives. After that the draft was circulated to all staff and department heads in an effort to elicit additional suggestions and a preliminary assignment of responsiblities. The assignments were set at the level at which action might first be initiated. It is anticipated that the Study Team's report will emerge from the hands of the Director and top management with the modifications and schedules necessary for timely execution.

The usefulness of this document is based on the awareness that this is a working plan and may be altered depending upon the constraints which the University encounters. Goals are not chiseled in granite and should conform closely to the University's mission. Objectives need to be reevaluated and redefined as progress is made. The efficacy of these goals and objectives hinges on an annual review. If no such review occurs, the efforts turn to nought and the words to platitudes. Annual reviews monitor accountability and underline variances from the time schedules. Discrepancies can therefore be highlighted and outstanding performance recognized and rewarded.

OTTO G. RICHTER LIBRARY MISSION STATEMENT

To provide the information needed to carry out the teaching, reasearch, and social responisiblites of the University community.

Goal I

To build and organize intelligently a fine collection of books, journals, and other resource materials relevant to the purposes of the institution.

Goal II

To provide physical facilities adequate for the storage and use of the Library's resources and accommodating a wide variety of users' needs.

Goal III

To develop a competent faculty and staff who will select and arrange the collections and provide, for the students and faculty of the institution, access to the Library's bibliographic resources and to the resources of other libraries.

Goal IV

To maintain an administrative structure which effectively supports the Library's mission.

Goal V

To develop and maintain a funding base through both internal and external sources adequate to the Library's mission.

Objectives pursuant to Goal I

Goal I

To build and organize intelligently a fine collection of books, journals, and other resource materials relevant to the purposes of the institution.

Responsibility	Plan	Implement	Complete
1. To formulate a collection development policy that will identify the present and anticipated instructional and research needs of the University.			
ADCD*	Drafted	Fall 1983	

*Key to abbreviations: ADCD - Assistant Director for Collection Development; ADPS - Assistant Director for Public Services; ADAS - Assistant Director for Administrative Services; ADTS - Assistant Director for Technical Services; Ref. - Reference; Acquis. - Acquisitions; Spec. Coll. - Special Collections; Cat. - Cataloging; Circ. - Circulation; ILL - Interlibrary Loan; LOI - Library Orientation and Instruction: Lib. - Librarian

Responsibility	Plan	Implement	Complete

2. To find the most efficient way to meet these needs by investigating such options as a) a comprehensive approval plan and b) an increase in the number of bibliographers.

ADCD	In Process	Jan 1983	

3. To identify the strengths and weaknesses of the present collection by checking standard bibliographies and following up with a retrospective purchasing program to fill in any gaps.

ADCD	Completed	Fall 1981	

4. To capitalize on the University's geographic location a) by raising to $50,000 annually the allocation for Caribbean and Latin America materials b) by organizing our collection of Cuban ephemeral materials and c) by processing the exile publications in the third floor cage area.

a) ADCD	TBA		
b) Ref. Head	TBA		
c) Spec. Coll. Head	TBA		

5. To discontinue receipt of Russian materials from the Library of Congress unless there is an announced change in the University's Russian Studies program.

Director	Completed		Fall 1982

6. To increase cooperation with other libraries such areas as acquisitions, interlibrary loan, and bibliographic networks.

ADCD,ADPS Acquis. Head	Completed	March 1982	Ongoing

7. To institute an ongoing program for weeding the collection with first priority given to collections which occupy the most space and are not essential to the University's goals

ADCD	In process	Fall 1982	Ongoing

8. To investigate the cost effectiveness, ease of use, and preservation problems of the microform periodicals collection to determine whether or not to modify the program.

ADCD	In process	Jan. 1983	

Objectives pursuant to Goal II

Goal II

To Provide physical facilities adequate for the storage and use of the Library's resources and accommodating a wide variety of users' needs.

Responsibility	Plan	Implement	Complete
1. To agree upon a plan for addition to the present building that will most satisfactorily solve the library's space needs and the needs of the handicapped.			
Standing Space Comm. (To be appointed by Dir.)	TBA	As funds permit	
2. To carry out the plan of the Study Team for the best use of space in the present building with particular attention given to the housing of public service activities, the arranging of books in a logical order, and the reserving of space for new technology.			
ADAS Implementation Team	TBA	Summer 1983	Fall 1983
3. To install an improved microform reading and storage area with adequate equipment.			
ADAS	In process		Ongoing
4. To maintain a vigilant program for preserving the collections from the effects of temperature, humidity, and destructive lifeforms.			
ADAS	In process		Ongoing
5. To investigate the possibilities for obtaining external storage space for little used materials.			
Standing Space Comm.	As necessary		
6. To improve the general appearance of the building by repairing leaks, replacing the first floor carpet, reupholstering and mending furniture, cleaning rest rooms and floors more frequently, and replacing missing tiles.			
ADAS			Ongoing
7. To speed up elevator service by installing new machinery.			
ADAS		As funds permit	
8. To reduce the problem of security by enforcing the Library's policy of admitting only authorized people.			
Circ. Lib.			Ongoing
9. To guarantee students an atmosphere conducive to study by consistently enforcing the noise, food, and smoking rules, by installing acoustical baffles and appropriate furniture, and by finding space outside the Library for group study.			
ADPS, ADAS			Ongoing

Objectives pursuant to Goal III

Goal III

To develop a competent faculty and staff who will select and arrange the collections and provide, for the students and faculty of the institution, access to the Library's own bibliographic resources and to the resources of other libraries.

Responsibility	Plan	Implement	Complete
1. To complete the RETRO and REMARC projects as expeditiously as possible.			
Asst. Cat. Head	In process		As staffing and funds permit
2. To give the public access to OCLC online catalogs in all public service reference areas.			
ADPS		As funds permit	
3. To keep informed of the latest technological advances and their applications to the Library, particularly with regard to automating circulation, acquisitions, and serials check-in.			
Circ. Lib. Acquis. Head			Ongoing
4. To move material through technical processing as efficiently as possible.			
Acquis. Head Cat. Head		Fall 1982	Ongoing
5. To expedite binding procedures so that materials are bound, returned, and reshelved as fast as possible.			
ADTS		Fall 1982	Ongoing
6. To improve stack and reading room maintenance by reshelving materials quickly and accurately, by locating someone on each floor to assist patrons, and by providing an off-hours supervisor.			
ADAS, ADPS		As funds permit	Ongoing
7. To improve access to periodicals a by descriptive cataloging and b) by completing the project of producing an on-campus printout of our current holdings and their locations.			
a) Cat. Head	SEARL Conser Project		Dec. 1982
b) Serials Cat.	Computer list	In process	Ongoing
8. To improve access to the public catalog a) by creating a Catalog Maintenance Unit and b) reestablishing an information desk near the main catalog.			

Responsibility	Plan	Implement	Complete
a) CMU Head	Completed	Spring 1982	Summer 1982
b) ADPS	TBA	As decided	

9. To post throughout the library an adequate system of signs to enable patrons to use more easily our collection, facilities, and services.

Signage Comm.	In process	Fall 1982	Ongoing

10. To entrust primary selection and weeding responsibility to the Library staff.

ADCD			Ongoing

11. To strengthen our current program of library orientation and bibliographic instruction by forming a group of interested librarians to plan a coordinated program for all levels of users.

LOI Lib.	In process	Fall 1982	Ongoing

12. To improve the accessibility of our archival and special collection material a) by providing additional staff for cataloging and services b) by writing a policy for the University and Florida collections and c) by extending the hours of service.

a) Spec. Coll. Head	Completed	1980-81	Fall 1982
b) ADCD	Draft	Fall 1983	Fall 1983
c) Spec. Coll. Head	As staffing permits		

13. To compare the cost and accessibility of online data bases versus the purchase of printed reference tools.

ADPS			Ongoing

14. To accelerate interlibrary loan by the delivery of photocopies via telefascsimile.

ILL Lib.		As funds permit	

15. To investigate methods for streamlining procedures and record-keeping in interlibrary loan activities.

ILL Lib.			Ongoing

Objectives pursuant to Goal IV

Goal IV

To maintain an administrative structure which effectively supports the Library's mission.

Responsibility	Plan	Implement	Complete
1. To improve the ratio of non-professional to professional staff by increasing the number of non-professional staff.			
Director		As funds permit	
2. To define the scope and authority of associate and assistant directors and to clarify the chain of command.			
Director	Fall 1982	Dec. 1982	Dec. 1982
3. To involve the staff in a structured participative decision-making process.			
Director			Ongoing
4. To provide the staff with opportunities for self-development and continuing education, such as granting release time to faculty for research projects, permitting the voluntary exchange of staff between departments for six to eight weeks during the summer, and developing an orientation program for all employees.			
Director			Ongoing
5. To provide just and competitive salaries.			
Director			Ongoing
6. To prepare a comprehensive manual of written policies with regard to services and staff and to develop procedure manuals for each unit.			
Asst Directors			Ongoing
7. To set up an annual review of these goals and objectives by management and staff			
Director		Annually	
8. To develop an effective communications structure.			
Director			Ongoing

Objectives pursuant to Goal V

Goal V

To develop and maintain a funding base through both internal and external sources adequate to the Library's mission.

	Responsibility	Plan	Implement	Complete
1. To present to the University administration the data and justifications necessary to ensure that the Library is granted, within the framework of available resources, sufficient funding to support its operations at a level appropriate to its mission.	Director			Ongoing
2. To provide the Visiting Committee on University Libraries with the information and guidance necessary to assist it in making its recommendations to the Board of Trustees.	Director		As necessary	
3. To work closely with the Division of Development Affairs in the generation of funding for major capital improvements.	Director			Ongoing
4. To establish and maintain good relationships with donors and potential donors in the community and to acquaint them with the Library's mission.	Director			Ongoing
5. To encourage the development of the Friends of the Library into a more active and influential support group for the Library.	Director			Ongoing
6. To identify federal, foundation, and other external sources of grant funding, and to make application for funds as needed in pursuit of the Library's goals and objectives.	Director			Ongoing
7. To raise by one grade every five years the objective evaluation of the Library's quality based upon current standards for college libraries as established by the American Library Association.*	Director			Ongoing

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*See appendix.

SERVICES AND COLLECTIONS TASK FORCE REPORT

I. INTRODUCTION

II. METHODOLOGY

III. DESCRIPTION OF PRESENT SITUATION

  A. Recent Developments
  B. Library Users
  C. Organization of Services and Collections
  D. Staffing Patterns in Public Service Areas
  E. Library Orientation and Instruction
  F. Undergraduate and Science/Engineering Collections
  G. Services
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IV. REPORTS AND RECOMMENDATIONS

  A. Organization and Staffing
  B. User Access
  C. Philosophy of Service
  D. User Education
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V. CONCLUSION

VI. UNSOLVED PROBLEMS

I. INTRODUCTION

One of the charges to the ALDP Study Team from the Director of the Library was to "examine the patterns of service now in effect, and possible alternatives in the light of the physical facilities now available and likely to become available within the next few years. Our goal should be to develop a clearly defined philosophy of public service and to achieve the best possible use of our resources, both human and material, in the realization of that philosophy."* The Charge to the Task Force by the Study Team asks the Task Force to evaluate the Library's performance in meeting user needs by answering these questions:

1. Do our current service programs meet the needs of our users?
2. Do we need to modify our current services in order to meet user needs? If so, what modifications need to be made and how?
3. How well does the present collection meet the needs of our users?
4. What improvements can be made in our collection to meet user needs in light of budgetary restrictions?

This report summarizes the work of the Task Force on Services and Collections, and outlines recommendations to assist in the achievement of the goal mentioned above and to answer the questions posed by the Study Team.

The work of the seven-member Task Force was divided among subgroups of one to three task force members who gathered and analyzed data in these specific areas:

1. The organization and staffing of public service areas.
2. User access to the collection.
3. Philosophy of service.
4. User education activities.
5. Equipment needed to perform public service activities.
6. Public relations techniques.

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*Memorandum to members of the Academic Library Development Program Study dated December 3, 1981 from Frank Rodgers, Director of Libraries, subject: The Task of the Study Team.

In addition to the six areas above, a seventh area of less intensive investigation involved the Library's collection and collection development activities. The Task Force concentrated its work on library services rather than the collection because it was felt that the areas involving services needed study more urgently and that a thorough study of the collection and collection development activities could be deferred.

Following this introduction there is a brief summary of the methodology used to gather and analyze data. The third section of the report includes descriptions of recent improvements in public services, library users, current public service organization, staffing, and service activities, and the collection and current collection development activities. The fourth section summarizes reports from Task Force subgroups, outlining their specific recommendations. The final section includes a discussion of unresolved problem that need further investigation.

II. METHODOLOGY

The methodology of gathering data was to form a subgroup of one to three Task Force members to be responsible for each of the seven areas of investigation. Each subgroup formulated an action plan of tasks with deadlines, gathered and analyzed data, and submitted a report to the Task Force chairperson. The subgroups included literature searches in their action plans and shared a bibliography and knowledge gained from readings with other members of theTask Force. Other sources of data were the ALDP Needs Assessment Survey, the Library staff idea exchanges, suggestions from the Library's suggestion box, informal conversations with faculty, students, and library staff, formal interviews with library staff, and various University reports and data.

III. DESCRIPTION OF PRESENT SITUATION

A. Recent Developments in Public Services and Collection Development

In the last 2½ years, the Library has initiated or expanded several activities that have greatly improved services to library users and access to the collection. In September 1980 the stack tower was opened to undergraduate students, an action which provided all students access to the floors where the main monograph collection and the lesser used bound periodicals are shelved. In 1981 the School of Engineering and Architecture Library was integrated into the main library, thereby increasing the number of hours of access to this collection to 105 hours per week and also increasing the number of hours that librarians are available to service this collection. In 1981 the undergraduate and second floor circulation desks were combined into one circulation/reserve desk on the first floor and a loan desk for the checkout and return of books was provided at the main entrance. In June 1982 a computer generated holdings list of currently received periodicals was completed, which saves the user the necessity of asking library personnel to check the holdings card file at the Periodicals desk.

Recent activities in collection development include the establishment of the position of Assistant Director for Collection Development in 1980 and the assignment in 1981 of additional responsibilities in collection development to six librarians. The Self Study is another activity that has been a positive contribution toward better communication and understanding among the departments within the Library and will result in better service to the Library's users.

Other recent improvements in services for library users are as follows:

Library opens at 7:45 A.M. rather than 8 A.M. to allow students to return or renew books and to pick up materials from their lockers in the stacks before their classes.

Book drop is open 24 hours a day rather than only the hours the Library is closed.

Undergraduates may check out an unlimited number of books from the Undergraduate collection rather than a limit of five books.

Students may renew a book as many times as necessary providing that there is no hold on the book or that the book is not needed for the reserve collection.

Exhibit cases are changed frequently.

There is a paperback browsing collection of several hundred books covering a variety of subjects.

A suggestion box was placed near the front entrance and the answers are posted in a prominent location near the front entrance.

A copicard system allows Library users to purchase a plastic card to insert into copy machines rather than having to use coins.

New periodical display shelving on the first and third floors displays the unbound issues of the majority of current periodicals.

A new filing procedure was initiated by the Cataloging Department which has resulted in more rapid filing of catalog cards into the main catalog.

A copy machine was added in the Technical Processing Division for Library staff resulting in less traffic in the Reference Department.

Binding and mending operations were merged, providing greater efficiency in the binding process.

On line search capability and services have grown.

A position for a Library Orientation and Instruction Librarian was established.

A one credit library orientation course is offered.

The Richter Rap, a library newsletter for students, was begun.

The Library tested an online catalog system offered through Solinet.

An approval plan to provide better balance in the collection will begin in the 82/83 fiscal year.

The Library materials budget has received increments of $100,000 for the last several years and a $200,000 increment for the 1982/83 fiscal year.

Special events, exhibits, and speakers in Brockway Hall are sponsored by the Library, the Friends of the Library, and other groups.

The formerly dark hallway leading to the stack elevators was painted a bright yellow and better lighting was provided.

This summary of recent accomplishments indicates that the University administration, the Library administration, and Library staff are working to provide services and a better collection for Library users. There are, however, several areas where additional improvements could be initiated or expanded. A description of Library services as they are today follows.

B. Library Users and Potential Users

The potential users of the Library include students, faculty, administrators, staff, alumni, and those people outside the University community who either purchase or are given permits to use the Library's collections and facilities. The number of people in each of these categories are shown below:

1. Students (Fall 1981 enrollment)

Undergraduates	
Freshmen	2,919
Sophmore	2,317
Junior	2,343
Senior	2,448
Total Undergraduate Degree	10,027
Total Undergraduate Non-Degree	510
Graduate	2,419
Law & Medical	1,952
Adult education (non-credit)	2,476
GRAND TOTAL	17,384

2. Faculty, Staff, and Administrators (as of Oct. 31, 1981)

Administrators, FT	568
Administrators, PT	25
Faculty, FT	1,367
Faculty, PT	405
Technical & Office, FT	2,205
Technical & Office PT	261
Student Assistants, PT	1,639
Physical Plant Staff, FT	119
Research Scientist, FT	217
Research Scientist, PT	56
Graduate Assistants, PT	526
GRAND TOTAL (full and part time including Medical & Marine)	7,388

3. Permits (June 1, 1981 - May 30, 1982)

Alumni	766
Courtesy	143
Temporary passes	1,524
Others	280
TOTAL	2,713

Interviews with public service personnel in the Library indicate that the heaviest library users are: the College of Arts and Sciences with an undergraduate enrollment of 3,587 and a graduate enrollment of 355, especially the Departments of English, Chemistry, Psychology, and History: the School of Business Administration with an undergraduate enrollment of 2,459 and a gruaduate enrollment of 757; and the School of Engineering and Architecture with an undergraduate enrollment of 1,655 and a graduate enrollment of 178. Students from the School of Nursing - 424 undergraduates and 54 graduates - have recently moved to the Coral Gables campus from the Medical School and will continue to rely on the Medical School for research needs but are now expected to make greater use of the Richter Library.

In general, the graduate students in medicine, law, and marine science use the facilities and resources of their respective branch libraries. The School of Music students use the Richter Library's reference collection, the bound periodicals, and the monograph collection of music books. Scores, recordings, tapes, the latest issues of currently received music periodicals, and a small duplicate reference collection are housed in the Music Library. Education students use the Richter Library's collection, which includes a small collection of juvenile books, as well as the facilities of the Curriculum Materials Library in the Merrick Building.

This spring the Circulation Department reinstituted the practice of checking ID cards at the Library's entrance. While this practice has prevented unauthorized users from entering the Library, some UM students and faculty have complained that the ID check at the door is inconvenient.

From June 1, 1981 to May 30, 1982, 115,981 items plus 37,734 reserve items for a total of 153,715 items were circulated. Turnstile counts show that 1,048,177 persons entered the building during that period.

Recently the Circulation Department has begun keeping a record of circulation by LC classification number which will assist in determining which areas of the collection are used most heavily.

C. Organization of Services and Collections

1. Service Points (where users may seek assistance)

a. Circulation Department, which includes the circulation/reserve desk on the first floor and the loan and guard desk at the main entrance.

b. Science/Engineering reference desk, which also services the undergraduate collection.

c. Reference desk on the second floor, which services the general reference collection and the main card catalog and provides interlibrary loan and computer-assisted research services.

d. Government Publications reference desk on the third floor.

e. Periodicals reference desk on the third floor.

f. Archives and Special Collections Department on the eighth floor.

2. Monographs

The main collection of monographs is shelved in the stack tower, on floors five, six, and seven. An undergraduate collection of approximately 66,000 monographs is housed on the first floor along with a circulating collection of paperbacks. New books are displayed on special shelving near the card catalog on the second floor.

3. Periodicals

The periodicals are not classified. The bound periodicals are filed in alphabetical order in three alphabets on three floors. All of the current and most of the bound science and engineering periodicals are on the first floor. The most used periodicals in subjects other than science and engineering are located on the third floor; lesser used journals in all subjects are on the fourth floor. About 50 percent of the unbound current periodicals on the first and third floors are housed in special display shelving; the remaining unbound periodicals are filed with the bound journals. Approximately 1,000 heavily used periodicals have been received on microfilm since 1980 and are no longer bound. The third floor houses this rapidly growing microfilm collection as well as other microform materials, periodical abstracts and indexes, newspapers, and newspaper indexes. A collection of Russian language journals previously on the fourth floor has been moved to the ninth floor.

4. Government Publications

The Government Publications collection includes the U.S. Superintendent of Documents (SUDOC) depository collection, copy 1 and copy 2 of Florida State documents published after 1967, international documents, the Educational Resources Information Center (ERIC) microfiche, a depository collection of Joint Publications Research Service (JPRS) reports, and the Rand papers. The U.S. documents are shelved in two areas: the main collection on the third floor and lesser used items on the fourth floor. All copies of uncataloged local documents and copy 1 of cataloged local documents are housed in the Archives and Special Collections Department.

5. Archives and Special Collections Department

The Archives and Special Collections Department is located on the eighth floor and contains the rare books, the University collection, special collections, archival material, and a comprehensive collection of materials published on Florida. Recently, one half of the ninth floor was converted into a storage area for this department.

D. Staffing Patterns in Public Service Areas

1. Organizational Structure

Six department heads report to the Assistant Director for Public Services: the Heads of Science/Engineering, Periodicals, Government Publications, Reference, Library Orientation and Instruction, and Archives and Special Collections. The Head of Circulation reports to the Assistant Director for Administrative Services. The numbers of professional and non-professional staff for each department are indicated below:

Department	Professional	Non-professional
Science/Engineering	3	1
Periodicals	3	4

Department	Professional	Non-professional
Government Publications	2	2
Reference	5½*	3½
Archives & Special Collections	3	3
Library Orientation & Instruction	1	-0-
Circulation	1	18½
	18½	32

2. Staffing Responsibilities by Departments

In the Science/Engineering Department, the three librarians are also bibliographers and share reference desk duty. The clerical position is responsible for supervising student workers who reshelve all materials on the floor, pick up materials for binding, serve at the reference desk when needed, and perform other clerical tasks.

In the Periodicals Department, two of the clerical positions have been devoted to producing the computer-generated title list of current periodicals and, as a continuing project, will produce a computerized list of other periodical titles held by the library but not currently received. The other clerical positions are involved in processing periodicals, i.e., collecting periodicals for binding, keeping the holdings card file updated, preparing cards for new periodical titles, preparing an insurance count of the number of volumes and microfilms, ordering missing issues, checking in the Cuban exile materials, and handling title changes, withdrawals, and additions. One of these clerks serves as the departmental secretary and answers telephone calls, checks in microform materials, and prepares the student payroll.

In the Government Publications Department, two librarians are responsible for in-person and telephone reference assistance, selecting and processing all documents, supplying periodicals cards for the computer lists, circulating documents and supervising the non-professional positions and the student workers who file, shelve, and assist in processing the materials. One of the non-professional positions assists with the reference desk during evening hours and occasionally on weekends. The other clerical position in the department spends about 1/4 of her time working with the Cuban exile and cage materials. The Government Publications Department has been a depository library for U.S. government publications since 1941. To keep depository status, Public Law 90-620 stipulates that government documents must be made available to the general public. This requirement also exists, by Florida state law, for Florida state government publications. Consequently, the Government Publications Department is the only department in the library that is open to the general public. The personnel in this department answer reference questions in many subjects both on the telephone and in person from the University community and the general public. Because the Library's depository collection is the oldest and largest depository for government publications in South Florida, the department receives many referrals from the Miami-Dade Public Library system and from other colleges and universities in the area.

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*The other half of the half-time Reference position reports to the Assistant Director for Collection Development.

One librarian from either the Periodicals or the Government Publications Department staffs both the Periodicals and Government Publications reference desks on the third floor during evening and weekend hours. Each Government Publications librarian works one evening a week and every fourth Sunday. Two of the Periodical librarians work one evening a week and every fourth Sunday. A third Periodicals librarian works every Saturday and one evening a week.

The Reference Department has three major service activities: reference, interlibrary loan, and online searching. Personnel who work at the Reference desk on the second floor answer in-person and telephone reference questions in all subjects other than science and engineering, answer telephone requests to check the holdings in the card catalog, and answer directional questions. Reference Desk personnel also participate to some extent in the Interlibrary Loan (ILL) service by answering questions concerning ILL service, handing out ILL request forms, assisting patrons in filling out the forms, retrieving items from the hold shelf that have arrived from other libraries for patrons, and transferring incoming ILL telephone calls to the appropriate person or by taking messages. Reference desk personnel also perform similar chores for the Online Search Service, i.e., taking telephone messages, referring calls, answering questions concerning the service, retrieving the searches that have arrived, accepting payments, or checking for patrons to see if searches have arrived. Most of these activities are secretarial in nature and do not require the services of a reference librarian.

In the Reference Department, one librarian devotes approximately 70% of her time to interlibrary loan work and the Department Head assists with interlibrary loan work as much as possible. A third librarian is a full time online searcher and works at the reference desk every sixth Sunday. One librarian is a bibliographer as well as a reference librarian. Another is a full time reference librarian. The sixth librarian is assigned half-time to the Reference Department and half-time to the Collection Development office. Two and one-half of the clerical workers work with interlibrary loans and occasionally assist with the reference desk when needed. The half-time interlibrary loan clerical position is a temporary position that is renewed at three-month intervals. The third nonprofessional position is used to staff the reference desk at night and on Saturdays and also opens Brockway Hall for evening events. The Reference Department has no departmental secretary. Librarians answer the telephone, prepare the student payroll, prepare billing charges for online searches, update the Reference shelflist, and perform other clerical duties assisted by student workers.

3. Staffing at Reference Service Points

The five reference desks are staffed with library faculty approximately 75% of the 94½ hours the library is open for service. The first floor is open an additional 11 hours per week for study only, with no circulation or reference services available.

In order to provide professional assistance at the five reference desks several librarians spend virtually all of their working day at a reference desk with little or no time to devote to other essential activities, such as supervising and training students and staff, ordering reference materials, weeding the reference collection, library orientation and instruction, online searching, or Library and University committee work. Some reference librarians do participate in these types of activities, but the result is that reference desks are staffed with non-professionals more hours than is desirable. For those librarians who spend a great deal of time staffing reference desks, the strain of working with library users at a public desk almost every working hour is extremely tiring, physically and mentally.

In some cases, student and library assistants sit at the reference desks with librarians to answer the telephone and to assist with directional questions. Often patrons direct complex reference questions to a student or library assistant rather than a librarian.

4. Student Assistants

Each reference area has a number of work/study students to reshelve materials and to perform other clerical chores. The majority of the Library's student assistants are good workers and a pleasure to have in the Library. However, some student assistants need a great deal of training before they can perform routine chores competently and others need much supervision. In some cases, students whose work is unsatisfactory are allowed to remain as Library employees too long before some type of remedial action is taken by their supervisors.

Other problem areas include:

a. Lack of time on the part of librarians, who do not have enough time scheduled away from the reference desks to train and supervise student workers.

b. Students who are assigned to a particular department but not necessarily to a specific supervisor. Students working at night and on weekends must work with a number of librarian/supervisors.

c. Disarray in the reading rooms at certain times during the semester and the day because materials are not reshelved promptly and continuously. In general students do not begin reshelving the previous day's backlog of materials until late in the morning or after lunch. Unless librarians pick up materials to be reshelved each morning, the floors remain in disarray until student workers arrive.

d. Difficulties caused by the practice of allowing unsatisfactory student workers to transfer from one Library department to another.

E. Library Orientation and Instruction

Since 1981 there has been a Library Orientation and Instruction (LOI) Coordinator who instructs several sections of a one credit library orientation course, edits a student library newsletter, Richter Rap, and provides special orientation sessions for groups on request. The LOI Coordinator has also participated in the production of two videotapes produced in cooperation with the Communications Department. One of the tapes is a 12-minute introduction to library research and the other is a 7-minute introduction to government publications. The Coordinator chairs the Library Orientation Committee, which is composed of librarians and staff members interested in library orientation and instruction. This committee, recently reactivated, plans to produce library handouts and self-help guides, devise a general orientation program to teach all new students and faculty, and prepare a general orientation for student library workers.

Part of library orientation in any library is the signage system. At the present time the library has an inadequate number of signs, many of them obviously homemade. This situation is due in part to the general belief that money would be better spend on designing a signage system after reorganization occurs. A signage committee has recently been appointed to design a permanent system for the building.

F. Undergraduate and Science/Engineering Collections

Before the stack tower was opened to undergraduates, the Undergraduate collection of approximately 66,000 volumes located on the first floor served a useful and necessary purpose. Now that the stack tower is open to all, no further additions to the Undergraduate collection will be made. The separate Undergraduate card catalog formerly on the first floor was dismantled in the spring of 1982.

The Science/Engineering collection contains monographs and periodicals in those particular subject fields: (Formerly a separate collection housed in the McArthur Building, the Engineering collection was moved to Richter Library Building, in 1981). The collection has its own shelflist and card catalog located on the first floor, although all monographs are included in the main card catalog on the second floor. Certain other books in science and engineering subjects are housed in the stack tower.

G. Services

1. Reference

During the regular academic year, the service given at the five reference points is adequate but cannot be classified as excellent.

The 1982 User Survey gave the following results:

Although 92% of the 420 respondents rated Library services as necessary, only 59.9% rated services as adequate, 66.5% rated services as ordinary, and only 57.2% found the Library responsive to users. Student respondents in the social sciences and the humanities and the Assistant/Associate Professors in particular rated the services as weak. A detailed summary of the survey questions involving services is found in the Needs Assessment portion of this report.

Written comments on the 1982 User Survey indicated a strong desire from library users for better service at reference desks. Typical comments were:

"need friendly, helpful librarians"

"it's hard to find a librarian who is able to help you"

"librarians do not help enough; poor service on their part"

"librarians need to be more eager to render service"

"need a friendly library staff"

Despite these written comments, the 1982 survey indicates that the majority of users perceive library services as friendly and helpful, but they also rate service as passive rather than active, slow rather than fast and inefficient rather than efficient. The majority of users view the Library as primarily concerned with information storage and collection maintenance rather than primarily concerned with providing information services. Users perceive the Library as more successful in giving assistance with the card catalog, indexes, and abstracts and less successful in giving service that assists the user in obtaining data and facts needed for research and course related purposes. A fundamental problem is the lack of separation of the informational/directional function from the reference function.

According to Library staff interviews, the service given to Library users on evenings and weekends is not adequate. The first and second floors staff their reference desks with non-professionals or students on Saturdays. On Sundays the first floor is staffed by students. Because there is no indication to the contrary, patrons assume that professional librarians are present at reference desks at all times.

The Periodicals/Government Publications reference area, in particular, has almost unbearable working conditions on weekends. A quick glance at the list below indicates why one librarian cannot give high quality service. Often one librarian is alone on duty without clerical or student assistance for the entire day on Saturdays (9 A.M. to 6 P.M.) or on Sundays (1 to 10 P.M.). This one librarian attempts to do all of the following

Answer reference questions concerning the use of periodical indexes and abstracts.

Answer reference questions concerning the use of government publications.

Answer reference questions concerning the use of newspaper indexes.

Give change.

Explain the split periodicals collections (Periodicals are kept in three separate alphabets on three different floors and approximately 50 percent of the current unbound periodicals are displayed on display shelves; the other 50 percent are kept with bound periodicals, a potentially confusing situation to all, although the new computer pringout of current holdings alleviates some of the questions at the Periodicals reference desk).

Fetch materials from binding hold (a distance of about 100 feet).

Fetch locked cage materials (a distance of about 140 feet).

Answer telephone reference requests.

Demonstrate the use of microform equipment.

Attempt to make emergency repairs to copy machines and microform equipment.

Load copy machines with paper. (A frequent necessity on busy weekends-- the appropriate person is not always available when needed. The copy machines are about 80 feet from the reference desk and while the librarian tends them, reference questions go unanswered).

Comfort disgruntled users who cannot locate unshelved or temporarily out-of-place volumes and issues that are supposed to be on the floor.

Try to pacify unhappy users when all the copy equipment and microform equipment seems to break down at the same time.

The quality of reference service suffers greatly when one librarian attempts to provide directional, informational, and in-depth reference services at the same time. This may be one reason why our users perceive our services as slow and inefficient.

2. Interlibrary Loan

One of the most important services in an academic library is the service provided by the Interlibrary Loan Department (ILL). The User Survey revealed that 61% of the faculty and graduate students consider the interlibrary loan service to be of maximum importance.

The table below shows the growth in borrowing and lending in interlibrary loan activity in the past five academic years.

Requests to Borrow		Requests to Lend	
1977/78	1015	1977/78	5471
1978/79	1259	1978/79	5050
1979/80	1321	1979/80	5616
1980/81	2106	1980/81	5924
1981/82	2492	1981/82	7824

This 59% growth in interlibrary loan borrowing and 30% growth in lending activity can be attributed to several factors. One is the growth of current and retrospective UM holdings in the OCLC database and the general impact of the OCLC ILL subsystem which the Library began using in April, 1980. A second factor in the ILL increase is the computer search service. In 1979/80, approximately 20% of the online searches resulted in at least one request for interlibrary loan services. A third factor is the increase in the amount of research activity on campus. A check of the Social Science Citation Index indicates a 20% increase (taking the increase in number of journals listed into account) in publications for UM authors from 1975 to 1982. The increase in extramural funding from $25.2 million in 1969/70 to $60.7 million in 1981/82 also indicates increased research activity on campus. The 17% increase in full-time faculty since 1976 has also had an impact on interlibrary loan borrowing. Another factor is the growth in publishing of both books and journals, making it impossible for any one library to have a comprehensive collection.

Interlibrary loan services are limited to graduate students, faculty, and administrators. UM patrons are not charged for any costs incurred. Borrowers (those we lend to) pay only photocopying charges. There are no limits to the number of items one person may request that we borrow, although requests may be reviewed with an individual if the number is considered excessive.

There is an interlibrary loan service between Richter and the Medical and Marine Science libraries. Undergraduates, in addition to graduate students and faculty, may use this service. Material from the Medical Library arrives a week or more after it is requested, and in less than a week from the Marine School. Richter gives Medical and Marine Science library requests first priority over any other requests. As for other libraries in the Miami area, most requested materials are mailed and the books arrive in about two weeks. Photocopied material which is mailed first class arrives sooner.

The most time-consuming and difficult part of the interlibrary loan process is verifying citations for borrower requests and identifying which library holds the requested item. Borrower requests are processed by a temporary half-time library assistant. The Reference Department Head and Interlibrary Loan Librarian process the more difficult requests. Most routine requests for borrowing or lending are taken care of in two to three working days. Unverified requests from UM borrowers and from other libraries for our materials take longer to fill. Rush requests from two document delivery services (NTIS and Oates) are honored at the discretion of the ILL librarian.

A recent problem in the Interlibrary Loan Department is the rapid turnover of personnel in the two full-time clerical positions and the consequent necessity of training new personnel. Students also assist with clerical chores and must be trained as well. With the constant turnover in clerical positions and students, the training of new personnel is a perpetual chore.

A third time-consuming task is the need to keep detailed statistics in a number of categories, all of which is done manually.

In addition to being responsible for the interlibrary loan service, the Interlibrary Loan Librarian works at the reference desk, taking regular night and weekend desk duty and other hours when needed. As noted in an earlier section, all Reference Department librarians assist the ILL service by answering the telephone, answering patron requests about ILL, helping patrons fill out forms and retrieving material from the pickup shelves or returning used materials to the appropriate shelf.

3. Computer-Assisted Research

The Computer-Assisted Research Service begun in March 1978 with access to 70 databases through DIALOG now provides access to over 120 databases using DIALOG, BRS (Bibliographic Retrieval Services), SDC (System Development Corporation), and DOE-RECON(U.S. Dept. Of Energy's RECON System). The number of searches has increased from 220 in 1979/80 to 568 in 1981/82. The search service, called COMPASS, is coordinated by an Online Search Librarian who reports to the Head of the Reference Department. Three other librarians also perform searches in their areas of expertise. COMPASS is located in an area of about 100 square feet in an overcrowded Reference Department office. Present equipment includes a TI-745 300-Baud terminal and a monitor for displaying terminal results to be used for instructing classes and for training purposes. A 1200-Baud terminal has been purchased and is now in use.

Most of the searches are conducted for graduate students and faculty with in-depth research needs. Brief, reference-type searches are not numerous at this time but with increased awareness of the usefulness of online services in the reference environment, more librarians trained to perform searches, and increased number of databases designed for reference use, searches of this type should increase.

The lack of clerical assistance, other than students, means that the Online Search Librarian prepares billing charges and performs other clerical chores. Other librarians in the department serve as secretaries for the service by taking telephone and in person messages (which can amount to 20 or more in one day during the busier part of the semester), checking for patrons to see if searches have arrived, and accepting payment for searches being picked up.

The cost of the service has risen considerably in the last several years. Because many online search services use 1200 BAUD equipment, database vendors have begun to charge for online as well as offline prints. The UM fees are higher than other academic libraries in the area and need to be more competitive to serve the University community properly.

H. Collections and Collection Development

Just as public services contribute to the satisfaction or dissatisfaction of the library user, the strengths and weaknesses of a library's collections and collection development activities are closely tied to the library user's satisfaction with the library. In the 1982 User Survey, the most critical responses to questions on the collection came from patrons who are conducting research and using the collection very heavily. Most users see the collection as improving slightly with the exception of associate and assistant professors who believe the collection is declining.

1. Collections

An excerpt from the Library Director's report entitled "The University of Miami Libraries: Outlook for the 1980's" describes the present collection.

> Although the University of Miami was chartered more than fifty years ago, almost all of its real development has occurred since the end of the second world war. The growth of the Libraries in these last thirty-five years has gone hand in hand with that of the University.
>
> The Library collections in 1947 totalled only 55,000 volumes, but a period of very rapid growth followed. In 1957 there were 405,000 volumes, in 1967 729,000 volumes, and in 1971 the University celebrated the addition of the one millionth volume to its library system. In June, 1981, the holdings were 1,459,000 volumes, with an addition rate of 40,000 to 45,000 volumes annually. The holdings are distributed as follows: Richter Library 1,021,000, Calder Medical Library 124,000, Law Library 262,000, Music Library 20,000 RSMAS Library 33,000....
>
> Despite the relative youth of the Library and the inadequacy of the book budget until very recently, the collection is generally well rounded and provides fairly good support for instructional purposes. Viewed from the point of view of research, the position is less satisfactory. In some areas there is considerable strength, in others the holdings are inadequate or not well balanced.

The collection contains unique and outstanding collections of materials on early exploration and travels, Latin America, the Caribbean, the history of the art of the book and fine printing, and specific authors such as Wallace Stevens and Sir Richard Burton. One unusual collection is the Russian language material. For the cost of postage, the library receives six to eight shipments of approximately 70 book cartons of Russian language material, duplicates of materials received by the Library of Congress. Approximately ten percent of these materials fit the needs of the Library's collection. Sometimes as many as ten copies of a single title may be included in a shipment. The program is very labor-intensive due to the staff time needed to sort the materials and catalog the ones chosen. Beginning in September 1982 the Russian duplicates from the Library of Congress will no longer be received by the Library. Selected Russian journals and monographs will be purchased from the Library's regular acquisitions budget to supply the research needs of certain programs on campus. The Library also owns a 15,413 volume Chinese language collection which is housed with its card catalog on the mezzanine, a floor closed to the public.

Since 1980 approximately 1,000 of the most heavily used periodical titles have been purchased on microfilm in lieu of binding paper issues. The lack of sufficient microform readers and printers and the lack of an appropriate microform reading room greatly inconvenienced Library patrons in making effective use of this collection. In the summer of 1982 a larger microform room was created on the third floor and more microform reading and printing equipment was purchased. In fall 1982 a committee of bibliographers and periodical librarians will be appointed to study the microform collection and make recommendations.

In terms of funding, the University administration has added $100,000 to the library materials budget each year since 1976. In the present fiscal year, the Library was given an increment of $200,000 which has allowed the Library to keep ahead of rising inflation and increasing journal subscriptions costs.

2. Collection Development

In 1980 the establishment of a new position, that of Assistant Director for Collection Development, gave formal administrative recognition to the importance of collection development activities. Significant accomplishments since 1980 include the draft of a general collection policy statement, the completion of a periodicals de-selection project carried out in cooperation with faculty, and the completion of several collection assessment projects. The Assistant Director for Collection Development coordinates and directs the work of six reference librarian/bibliographers. These bibliographers monitor all requests for purchase, review new books arriving in the library, and serve as library contact persons for departmental book chairpersons. Each bibliographer has a small allocation from the Library materials fund to purchase materials to provide balance in the collection and to purchase interdisciplinary items.

Presently each department outside the Library is allocated a sum of money for monograph purchases. Serial purchases are charged to a general serials budget. This procedure has worked adequately in the past, although some notable gaps and some strengths have developed as a result of faculty research interests and the varying levels of commitment on the part of faculty book chairpersons to their tasks. However, the rise of interdisciplinary programs, the burgeoning number of standard reference works, abstracts, indexes, and bibliographies needed to access the collection; the high increase in interlibrary loan requests; and the recognition of certain gaps in the collection have all combined to cause some concern about this procedure. Beginning this year, each department will continue to be allocated a sum of money for monographic purchases but a small approval plan will be instituted to attempt to provide the balance that is needed. In addition, departments have been notified as to the cost of their serial purchases in order to make them aware of percentage of monies spent on monographs versus the percentage spent on serials even though serials are charged to a general serials budget.

IV. REPORTS AND RECOMMENDATIONS

A. Organization and Staffing

Introduction

Members of the Task Force interviewed public service department heads and the Circulation Librarian and gathered all available statistics. From the data a draft of a proposal was prepared to reorganize the public service areas, the staffing patterns in those areas, and the arrangement of materials in the stack tower. This proposal was reviewed by the Task Force on Technology and Facilities and the Study Team, was revised, and was presented to the Library Director who approved the report in principle in early June 1982. A second slightly modified version of the proposal approved by the Study Team on June 23 is included in the Space Planning section of this report.

Proposed Reorganization Plan

The reorganization plan consolidates on the first floor three of the reference areas: science/engineering reference, the second floor reference area, and the periodicals reference area. Expanded reserve and microform areas are proposed for the second floor along with the online searching office and a seminar/conference room. A consolidated government publications collection will be housed on the third floor. The stack area will be rearranged in an A to Z formation beginning on the seventh floor and including the sixth, fifth, fourth, and third floors. The Z section will be housed on the second floor. Lesser used bound periodicals will be housed on the seventh floor, and Russian periodicals will be stored on the ninth floor.

The plan also includes a proposal for reorganizing the public services staff in order to make more efficient use of personnel. By combining three of the service points, the new reference desk will be staffed by professionals for a higher percentage of the time the Library is open. Each reference librarian staffing the desk will have more time to devote to other important professional activities such as collection development, user education, computer searching, in-house studies, professional development, Library and University committee work, participation in professional organizations, supervision of the work of student assistants, research, and publication.

Rationale

The proposed reorganization of user services is based on the premise that consolidation of staff and services will provide more effective and efficient services for the Library's users. Conslidating three reference desks (periodicals, reference, and science/engineering) into one will produce the following advantages:

1) Three reference desks currently staffed by 9½ librarians will be reduced to one service point staffed by 8 librarians. These 8 librarians will, in addition to daily reference desk work, have time to be involved in some or all of the following vital public service activities: collection development, library orientation, bibliographic instruction, online searching, continuing education activities, staff development, in-house research projects, supervision of student workers, research, and publication. One additional librarian will be assigned to the Government Publications Department, an area of the library long understaffed. One librarian will be assigned to supervise the microform/reserve area. The present position assigned half-time to the Reference Department and half-time to the Collection Development office will become a full-time reference position.

2) Reference librarians will gain expertise in answering a broad range of questions and will grow professionally.

3) Questions requiring an interdisciplinary approach will be answered in a more satisfactory fashion.

4) Other librarians whose work is closely connected to serving the University community (those involved in library orientation, circulation, online searching, reserve/microform, and interlibrary loan) will contribute up to 25% of their time to reference desk duty and will benefit from the contact with Library users at the reference desk.

5) The proposed staffing plan will allow the first floor reference desk to be staffed by one or more librarians from 7:45 A.M. to 9 P.M. Mondays through Thursdays, from 7:45 A.M. to 5 P.M. on Firdays, 9 A.M. to 6 P.M. on Saturdays, and from 1 to 9 P.M. on Sundays.* The information, circulation, and reserve desks will be open from 7:45 A.M. to 11 P.M. weekdays, 9 A.M. to 6 P.M. on Saturdays, and 1 to 10 P.M. on Sundays. During extended hours (11 P.M. to 1 A.M. on Sunday through Thursday evenings) a second guard will provide security for the first floor.

6) The present lack of separation of the information/directional function from the reference function and the dependence upon student and clerical workers to assist in staffing reference desks is a fundamental problem. With a clear separation of these two functions as proposed in the reorganization plan, Library users will receive better service from both clerical and student personnel at the information desk and from reference librarians at the reference desk.

*The number of librarians staffing the reference desk will vary according to the time of the semester and the time of day.

7) Library-faculty relationships will be enhanced. Library staff have developed excellent working relationships with certain faculty members through the years, but the size of the faculty now totals 1,367 full-time and 405 part-time faculty. In addition, the growth in the Library's collection and use and the consequent struggle to staff reference desks adequately make it impossible for librarians to develop close working relationships with faculty in all departments. The six reference librarian/bibliographers have accomplished a great deal towards improving relationships with departmental book chairpersons, but more needs to be done to improve communication with other faculty as well. With the addition of at least four reference librarian/bibliographers to the present six, there will be opportunities to develop a closer working relationship with more faculty in each department--working relationships that encompass a wide range of activities not only in collection development but also in public service areas such as library orientation and instruction and online searching.

1. Implementation Team Investigations

An Implementation Team should execute the reorganization of the public service areas. The Study Team recommends that the Implementation Team investigate the following:

a. Storing Russian monographs on the mezzanine before any move occurs.

b. Weeding the collection of the most obvious candidates for deselection, such as old encyclopedia sets and other apparent discards. The impact of such a weeding project on the technical processing staff and the reference librarian/bibliographers should be considered. The Gifts Librarian is currently weeding the collection of its little-used second copies.

c. Redesigning some of the study tables on the first floor to change them into individual study carrels or index tables.

d. Placing oversize (folio) materials on each floor in one location rather than at the end of each L.C. classification letter.

e. Reviewing periodicals currently on the first and third floors (most used titles) for a possible move of selected titles to the fourth floor (lesser used titles) and vice versa.

f. Determining which materials should be housed in the new reserve section. A proposed list includes the present reserve collection, materials on binding hold, accounting tests, materials in the locked reference cabinet, newspapers not on microfilm, one set of UM college catalogs, the most recent *IBIS*, six months to one year of duplicate gift issues of *Time*, *Newsweek*, *U.S. News*, and other selected periodicals, and materials presently in the locked cage on the third floor with the exception of state documents.

g. Devising a uniform circulation policy for bound journals. At the present time the third floor follows one policy and the first floor another.

h. Need for compact shelving and its optimum location.

i. Weeding the reference collection to approximately 15,000 volumes.

j. More effective utilization of the present seating in Richter by considering the available light, proximity of seats, the users' preference and actual use of six-seat tables versus four seat tables, and use of carrels with high sides in the stack tower, and the wattage of bulbs along walls in the stack tower.

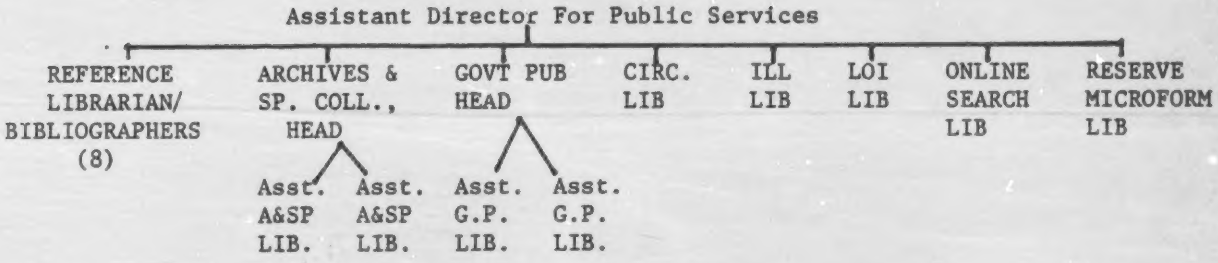
k. Insuring that the lettering at the end of each stack section is clear, readable, and accurate.

l. Dispensation of the current periodical shelves presently on the third floor. Because these shelves cannot be used in the proposed arrangement on the first floor, they might be relocated or even sold.

m. Curtailment of the noise in the library, perhaps by locating and publicizing other group study areas on campus, rearranging stacks and furniture on each floor, and using additional acoustical materials.

2. Reorganization of Positions

a. Reorganize public services by establishing positions to coordinate interlibrary loan, online searching, orientation and instruction, the reserve and microform collection and circulation activities. These positions as well as those involving reference librarian/bibliographers and special collections librarians will report directly to the Assistant Director for Public Services (ADPS) as indicated in the following proposed organizational outline.


Assistant Director For Public Services
REFERENCE LIBRARIAN/ BIBLIOGRAPHERS (8)
ARCHIVES & SP. COLL., HEAD
GOVT PUB HEAD
CIRC. LIB
ILL LIB
LOI LIB
ONLINE SEARCH LIB
RESERVE MICROFORM LIB
Asst. A&SP LIB.
Asst. A&SP LIB.
Asst. G.P. LIB.
Asst. G.P. LIB.

b. Transfer Circulation from the Assistant Director for Administrative Services (ADAS) to the ADPS. The ADAS will retain supervision of the stack areas.

c. Transfer one position from the Periodicals Department to the Government Publications Department when the Head of Periodicals retires in May 1983. Staffing the Government Publications Department with three librarians rather than two will greatly assist the Department in acquiring, classifying, and processing documents and in giving reference service, but the Department will require additional assistance with evening and weekend hours. After the reorganization occurs, three of the librarians on the first floor should be available to share the staffing of the Government Publications desk at least one night per week, all day on Saturdays, and three out of every six Sundays. Government Publications librarians will staff their reference desk three evenings per week, and three out of every six Sundays. This proposed arrangement of sharing first floor reference librarians with Government Publications is a temporary one until at least a fourth and preferably a fifth Government Publications librarian along with appropriate clerical support can be added to the Government Publications Department.

d. Combine the librarians staffing the present Periodicals, Reference, and Science/Engineering Departments into one public service entity. Responsibility for scheduling librarians at the first floor reference desk and maintaining the reference collection will be shared among these librarians.

e. Designate as department heads those librarians who supervise other faculty members.

f. Reorganize present faculty positions in public services as shown in the following list. The second column in the list indicates the recommended maximum time that each position should allot to the first floor reference desk. In some cases the actual amount of time at the desk would be less than the maximum shown here.

Proposed Positions (20)	Percentage of Time at Reference Desk (maximum)
Reference librarian	50
Reference librarian	50
Reference librarian	50
Reference librarian	50

Proposed Positions (20)	Percentage of Time at Reference Desk (maximum)
Reference librarian	50
Reference librarian	50
Reference librarian	50
Reference librarian	50
Government Publications Librarian	-0-
Assistant Goverment Publications Librarian	-0-
Assistant Government Publications Librarian	-0-
Microforms/Reserve Librarian	25
Interlibrary Loan Librarian (ILL)	25
Online Search Librarian	25
Library Orientation and Instruction Librarian (LOI)	25
Archives & Special Collections Librarian	-0-
Assistant Archives & Special Collections Librarian	-0-
Assistant Archives & Special Collections Librarian	-0-
Circulation Librarian	25
Assistant Director for Public Services	25

g. Emphasize that formal as well as informal communication is necessary to operate a large staff efficiently. We recommend that the Assistant Director for Public Services hold regular meetings with public service personnel to discuss current projects, long-range planning, problems, needs, goals, and objectives. Departmental goals should be reviewed each spring by the Assistant Director and public service units as annual reports are being compiled.

h. Arrange the first floor reference desk schedule so that those librarians who are interested may attend meetings of the Library Orientation and Instruction Committee and the Online Searchers Group.

3. Retraining of Personnel

Consolidating three service points may require that public service librarians become acquainted with reference sources they have not used since library school or become reacquainted with reference sources they might have used in previous positions. The Task Force recommends that the Assistant Director for Public Services, with the assistance of appropriate personnel from the public services areas, initiate a series of in-house seminar and staff development activities that will allow the librarians who staff the new reference desk unit to function efficiently as one unit. These seminars will allow reference librarians to become familiar with reference resources in all subject areas and will provide them with the knowledge needed to refer patrons to the Government Publications and Archives and Special Collections Departments.

Suggested topics for these seminars are reference sources in business, the humanities, the social sciences, science, engineering, nursing, government publications, archives and special collections, and library materials available on the Miami-Dade area. Other areas of interest might include updates on interlibrary loan services, online searching, library orientation and instruction activities, acquisitions and cataloging operations, and the status of the Library's automation planning. Some of these topics could later be revised and presented as a series of library seminars for graduate students and faculty.

4. Reference Librarian/Bibliographers

The first priority of the public services unit should be to serve the University community by staffing the reference desks. However, another important way to serve the University community is through collection development activities. These two types of activities, reference and collection development, are highly interrelated. We recommend that the current bibliographer responsibilities for collection development be broadened to include public service-related liaison responsibilities as well. For example, in addition to working with book chairpersons on collection development, collection analysis, and approval plans, the reference librarian/bibliographer should serve as a liaison to all the faculty in the department or departments for which he/she has responsibility. Librarians should elicit comments and suggestions from faculty in hope of enhancing the Library's services and image through a formal liaison program. This program should include keeping the faculty informed, via both formal and informal communication channels, about all Library services and should encourage the faculty to integrate Library instruction activities into regular coursework and to make full use of all Library services.

For reference/bibliographers to accomplish this expanded liaison role, the number of librarians involved as bibliographers should be increased from the present number of six to at least ten. It would be desirable for all public service librarians who do not have major duties in other service-related areas to have liaison responsibilities.

These responsibilities should be assigned jointly by the Assistant Directors for Public Services and Collection Development and should take into account the background, expertise, and interests of each librarian concerned. Possible assignments for ten bibliographers are as follows:

Business

Local area materials

Science/Engineering/Nursing

Science

Humanities: Art, Architecture, Drama

Humanities: English, Music, Communication

Humanities: Foreign Languages, Philosophy, Religion

Social Sciences: History, Geography, Caribbean Studies, Anthropology

Social Sciences: Psychology, Sociology, Education

Latin American Acquisitions (This position should continue to be filled by the librarian who currently reports to the Acquisitions Department Head. Future consideration should be given to the transferring of this position to the public services area).

5. Non-professional Staffing Patterns

Listed below are the present and proposed staffing patterns for non-professional Library employees (AO3's).

Present Staffing	
Archives & Special Collections	3
Periodicals	4
Reference	3½
Interlibrary Loan	2½
Government Publications	2
Science/Engineering	1
Circulation	18½
Total	34½

Proposed Staffing

Archives & Special Collections	3	
Reserve	4	
Microform	2	
Government Publications	4	
Circulation	12	(2 guards, 10 circulation/info. desk)
Periodicals	0	(3 positions transferred to Technical Processes, 1 to Public Services)
Interlibrary Loan	3	
Online Searching	1	
Asst. Director for Public Services	3	(1 position as secretary, 1 to supervise students & serve at info. desk, 1 to serve at info. desk and perform other clerical duties)
Total	32	

The public services areas will need additional clerical staff, particularly for government publications, the microform area, circulation, and the information desk.

6. Student Workers

   a. Prepare a handbook to be given to students before they are hired informing them of their rights as well as their responsibilities. The handbook should state that each student will be closely observed during a probationary period and is expected to perform to a certain standard and to work at the scheduled time agreed upon by the student and the supervisor. The only excuses for not working at the agreed-upon time will be extreme emergency or illness, and the student's supervisor should be notified as soon as possible in such cases. During pre-finals and finals week, schedules will be adjusted by the supervisor in consultation with the student beforehand. Students shall understand that failure to perform to standard, failure to notify the supervisor in case of absences, failure to follow the agreed-upon schedule, studying while on duty, and/or entertaining friends while on duty will be cause for dismissal after three written warnings.

b. Assign a library assistant to prepare a daily schedule and supervise students who perform reshelving chores on the first floor. Other students should be assigned to work with specific librarians who will be responsible for supervision of the students' work.

c. Have the Assistant Director for Public Services designate one or more librarians, as necessary, to work with the library assistant responsible for supervising the student shelvers in order to establish a thorough training program which should include an introduction to the public services area and training in proper shelving procedures.

d. Devise a method of identifying student workers so that Library users can easily recognize them.

e. Assign shelvers who have finished their regular duties work from a list of tasks kept by the student supervisor. These tasks could include writing call numbers in bibliographies, filing vertical file material, typing, photocopying, dusting, etc.

f. Do not permit students to study while on duty. If there is no work available, students whould be instructed to sign out and return when there is work to be done.

g. Post a roster identifying the person or persons responsible for supervising student shelvers during evening and weekend hours when the student supervisor is not present.

h. Evaluate, in writing, each student's work every semester.

i. Provide appropriate continuing education activities for staff who supervise students to assist them in motivating and managing those students.

7. Staffing of Reference and Information Desks

a. Establish an information desk at the front entrance to the first floor, near the circulation desk. Staff the information desk with carefully selected and trained clerical workers and students from 7:45 A.M. to 11 P.M. weekdays, 9 A.M. to 6 P.M. Saturdays, and 1 to 10 P.M. Sundays, in no more than two-hour segments per person.

b. Assign one or more librarians as needed to train and supervise those students and clericals who staff the information desk.

c. Keep handouts, printed guides to the Library, and floor plans at the information desk.

d. Train information desk personnel to recognize and transfer reference questions to the nearby reference desk.

e. On the occasions when librarians need back-up assistance at the reference desk, staff it with library assistants who have a college background, preferably a bachelor's degree or equivalent library experience. Students will not staff the reference desk on the first floor under the reorganization plan, although carefully trained and supervised students will help staff the information desk.

8. Extended Library Hours

During the extended hours the Library is open at the end of each semester (presently to 3 A.M.), staff the information desk with a student and post two guards. Ask the campus security forces for hourly (or more frequent) security checks of the entire building during extended hours.

B. User Access

Members of the Task Force investigated some of the barriers that prevent users from fully accessing the Library's collections. These barriers to access include the building itself, the card catalog, the microform collection, missing or misplaced books, and the problems associated with the mutilation and theft of Library materials. Access as defined by the subgroup also includes access to the resources of other libraries through the use of interlibrary loan services and the online search services.

1. The Building

The first and perhaps most obvious barrier to accessing the library's collection is the building itself. Designed to be a closed stack library, the stack tower and its elevators are difficult to locate. Students gain access to the stacks only by taking the stairs or escalator to the second floor. The two stack elevators on the second floor are slow and small, the stairs to the stacks difficult to locate. Handicapped people in wheel chairs must request a key from personnel on the first floor to use a staff elevator to the second floor and then transfer at the second floor to the stack elevator. In an attempt to begin to improve the situation, the following recommendations are made:

a. Assign to the appropriate standing committee or to a special ad hoc committee the responsibility for improving access to the stack tower and access to the library for the handicapped.

b. When funds are available, provide automatic doors at the guard desk entrance and at the entrance to the Meyer Gold Reading Room for wheel chair patrons.

2. Card Catalog

The card catalog represents the culmination of the Library staff's efforts to organize information for access by users of the Library. The Library User Survey showed that providing a card catalog information desk ranked third as a desired new service. A 1977 survey of 406 library users revealed that approximately 93% of the users had asked for assistance at least once when using the card catalog. Specific problems that users encounter when using the Library's card catalog are listed below:

> As is the case in all large research libraries, the card catalog is more complex and more difficult to use than most library users realize. Whether they admit it or not, all library users from freshmen to faculty sometimes need instruction in using the card catalog.
>
> Periodicals, most government publications, and some special materials are not included in the card catalog.
>
> There are no handouts or guides on how to use the catalog. There are no posters describing the Library of Congress classification scheme or the locations of materials in the library.
>
> Since 1975 there have been no tracings on cards other than the main entry cards in order to save space in the catalog. Librarians and other users who depend on the tracings to assist in choosing appropriate subject headings find this omission awkward and inconvenient, resulting in slower and poorer service for our patrons.
>
> Reference books are indicated in the card catalog by the designation "Ref" above the call number. However, superseded editions and older reference materials are in the stacks rather than the reference area. Patrons must consult the shelflist at the second floor reference desk to determine the correct location of reference materials. Reference materials belonging in the reference areas are frequently shelved by mistake in the stacks and vice versa.

Members of the Task Force devised a method to evaluate user effectiveness in using the card catalog to access the collection. This study could not be conducted in the short time remaining in the spring semester and will be done next year as part of an ongoing monitoring of the effectiveness of public service. The study will try to ascertain the holdings rate (what percentage of titles wanted by the patron are to be found in our catalog) and our availability rate (how many of the titles found in the catalog are to be found on the shelf).

To increase the Library patron's understanding and use of the card catalog, we recommend the following:

a. Include information on the card catalog and the Library of Congress classification system in library orientation programs, classes, tours, and handbooks for students and faculty.

b. Create handouts on the use of the card catalog to keep near the card catalog.

c. Include in the signage system a basic introduction to the use of the card catalog.

d. Conduct a card catalog access survey in the fall of 1982.

e. Establish a committee of public service and technical processing librarians to investigate the following:

   1) Omitting "Ref." as a designation above call numbers.

   2) Using plastic jackets over main entry cards to indicate reference or reserve items.

   3) Devising a method of readily identifying which books marked "Ref." belong in the reference areas and which belong in the stack tower.

f. Locate the reference desk closer to the card catalog.

3. Microforms

The Library contains a growing collection of more than one million pieces of microform. Currently the Library receives on microform about one thousand heavily-used periodical titles which are no longer bound, annual company reports, News Bank, The New York Times, The Miami Herald, other newspapers, and several large U.S. Government microform sets. Access to this extremely valuable microform collection is hindered in several ways:

—The "state of the art" in microform readers and reader/printers still leaves much to be desired. Microform equipment is not designed for comfortable use. Appropriate tables and chairs for using microform equipment are not available. Patrons have no space for taking notes and must hold their heads at an awkward angle to see the screens. They complain about eyestrain, difficulty in finding the correct screen, and problems with seeing the material once the correct screen is located.

—The discovery of chemical deterioration in some of the microform cabinets has created additional work. To determine the extent of contamination, each roll of film had to be examined for damage and replaced if necessary. The film was checked and the ruined rolls discarded this past summer.

—Some of the microform collections are little known and therefore little used. The Library has no printed guides to the microform collection.

--The Library does not have enough staff members to clean microforms on a regular basis, care for the equipment properly, examine microforms for contamination, or splice lesser-used titles.

--Librarians and others spend a great amount of time in explaining to patrons the use of the microform equipment and in attempting to repair the equipment.

Some of the problems associated with using the microform collection have been alleviated by the recent addition of six new microfilm readers, two microfilm reader/printers, one microfiche printer, the availability of an expanded microform reading room on the third floor, and provision of public access to the microform storage cabinets. Other recommendations follow:

a. Provide an annotated list of the major microform collections owned by the Library and the printed and microform indexes that provide access to these collections.

b. Provide a carpeted microform reading room in a central location in order to consolidate staff and equipment. Include room for a work station with microfilm equipment for splicing and rewinding and microform cleaning equipment. Provide tilt and swivel chairs for patrons and space to take notes while using the equipment.

c. Add additional microform equipment, such as handheld microfiche readers and a microfiche duplicator.

d. Provide a librarian whose duties will be to supervise the microform area, provide printed guides to the microform collection, evaluate user needs, train nonprofessional and student personnel, and remain knowledgeable concerning the quality of equipment, microforms, and preservation techniques.

e. Consider joining the Center for Research Libraries which acquires expensive sets of microforms for interlibrary loan purposes.

4. Mutilation and Theft

Mutilation and theft of library materials prevent library users from fully accessing the collection. A review of the literature suggests these reasons for increased mutilation and theft in academic libraries:

--Increased use of library resources.

--An increase in the number of open stack libraries.

--Unreliable copy facilities.

--Lack of proper change to use in copy equipment.

--Lack of seriousness on the part of library and school administrators towards the deterrence of mutilation and theft of library materials.

--Class assignments which direct numerous students to use specific materials that are not placed on reserve.

--Class assignments which divide the class into several groups of students who are competing with each other to compile certain types of information; a practice which causes library materials to be hidden or mutilated.

In the Richter Library, interviews indicate that the periodicals and the business reference materials, especially the expensive loose-leaf services, have suffered serious mutilation and theft. In addition, certain business resources on microfiche have been defaced so that other students could not use the material. An educational effort on the part of Library staff has increased the cooperation between business faculty and the Library, but the problem has not disappeared. We therefore recommend the following:

a. Educate faculty and students on the problems of mutilation and theft, emphasizing the cost to the University of the item itself as well as the extra cost of staff time to acquire and process replaced materials.

b. Provide displays of mutilated items.

c. Set up a publicity campaign against mutilation and theft with articles in the Hurricane and Veritas.

d. Encourage professors to assume a leadership role and talk to their classes concerning the problem.

e. Encourage professors to place required readings on reserve at least two weeks in advance of need. Professors who include on their reading lists items not owned by the Library or who do not give the Library enough time to process their requests for items to be placed on reserve should be contacted by the appropriate bibliographers/reference librarian.

f. Work with the student government and the Dean of Students to provide a policy and procedure for dealing with students who are caught defacing or stealing Library property.

g. Duplicate high-use items and/or put them on permanent reserve.

h. Sensitize all bound periodical volumes to prevent theft.

i. Hire a student to guard the reserve desk during extended hours beginning in the fall 1982. After reorganization, the reserve section will be located in a room that can be securely locked during extended hours, and the second floor will be closed.

5. Access Survey

Missing or misshelved books are a cause of user frustration in any library. Using the September 1981 OCLC archival printout, 1,706 titles were traced to determine how many had circulated and how many were available on the shelves. Twenty-five percent of the titles found on the shelves had circulated.

A library study carried out in 1979 by the University of Pittsburgh reported that only 60% of the books selected at that university in 1969 had circulated by 1975. Of those that did circulate, 73% circulated within the first two years of selection.

The Richter Library test revealed that, from a one-month sample of books added to the OCLC data base in the last year, approximately 15.4% of the books are not available to the user today for the following reasons:

1.0%	checked out and not overdue
2.4%	checked out and overdue
12.0%	missing(lost, stolen, or misshelved)
15.4%	not available

In an attempt to increase the availability of the Library collection, the following recommendations are made:

a. Shelf read the stacks at the end of each semester using full-time Library staff if necessary. Ideally, the stacks should be read continuously by student shelvers assigned responsibility for specific stack sections.

b. Because of problems caused by the large numbers of books charged out to faculty for long periods of time, the Director should appoint a group to make recommendations concerning the faculty circulation policy with emphasis on the question of cost effectiveness of alternative policies.

c. Shelf read reference areas and periodicals on a continuous basis.

d. At the end of each fall, spring, and summer semester, Circulation should notify the reference librarian/bibliographers which books need to be replaced. The new procedure set up by the Acquisitions Department to replace missing books should be utilized.

e. Revise the locker policy. Lockers should be checked at least once a semester for Library materials that are not checked out. When students apply for a locker, they should sign an agreement to obey the locker policy and consent to periodic searches of the lockers.

6. Interlibrary Loan Services

Interlibrary loan services, a source of access to other libraries' collections, were described in an earlier section of this report. Three major problems were identified: the time required to verify requests, the rapid turnover of personnel, and the need to keep detailed statistics. The following recommendations are made:

a. Request patrons to submit verified requests for serials and to submit verified requests for monographs not found in OCLC, if possible. Investigate ways to involve the reference librarian/bibliographers with the initial interlibrary loan requests from graduate students and faculty who are beginning new research projects. The reference librarian/bibliographers will be responsible for verifying all unverified interlibrary loan requests according to the bibliographers' departmental liaison responsibilities. This procedure will lessen the workload of the Interlibrary Loan Department by enabling its staff to concentrate on determining holdings locations rather than verification. Reference librarian/bibliographers will have more face-to-face contact with researchers (both faculty and graduate students) in the departments for which they have liaision responsibilities and will be aware of current research areas in those departments and subjects that may require additional library purchases.

b. Investigate ways to increase the clerical staffing of this unit to three full-time positions.

c. Prepare a cost study that will show the average cost for processing one interlibrary loan request. This study should be publicized so that both the University administration and users of the Library will be aware of the actual cost of providing interlibrary loan services.

d. Prepare a brief policy and procedures statement for users with an explanation of how requests may be prioritized. Distribute this statement in the Library and in graduate classes.

e. Prepare an updated procedures manual for ILL personnel to lessen the training time when new personnel (both clerical and students) join the unit.

f. Investigate methods for computerizing the keeping of statistics to make the ILL staff's preparation of various statistical reports more convenient.

7. Online Search Services

The online search service was described in an earlier section of this report. The major problems are the lack of space, the lack of clerical assistance, and the cost of the service to the patron. To alleviate these problems, we recommend the following:

a. Relocate the search service so that enough space is provided for the activity. Provide a quiet place for the online searchers to interview clients, devise search strategies and conduct searches. Space is needed to seat at least five clients and for training purposes.

b. Re-examine the fee structure for the online search service. The public library will soon be doing some free searching for its patrons, and UM costs are higher than any other academic library in the area. Because customers are cost conscious, good will and business are lost by not setting the fees as low as possible. Make every effort to seek the best contracts and let the customers benefit. Specifically, examine the contracts offered by CLASS (California Library Authority for Systems and Services).

c. Prepare a policy and a procedures manual.

d. Prepare brochures and new advertising flyers emphasizing the new name of the service: COMPASS.

e. Investigate the cost and feasiblity of providing a terminal at the reference desk to conduct brief (and appropriate) reference questions. For example, Superindex is a database designed exclusively to answer ready reference questions. Superindex enables a patron to search the indexes of over 600 science/technology handbooks. Other reference databases are available as well.

f. Provide clerical assistance to answer the telephone, make appointments- prepare billing charges, do data entry and records maintenance on the Univac, and maintain the manuals and documentation collection.

g. Provide a pickup service for completed online searches at the circulation desk.

C. Philosophy of Service

One problem in defining a philosophy of service is the fact that the University of Miami Library is the largest privately supported library in a large metropolitan area—an area which is relatively isolated from other urban areas. Because of the size and the nature of its collection, the UM Library contains certain unique resources that are needed by people who are not members of the University community. In addition, many ordinary citizens and college students who attend public institutions would like to have access to the resources of the Richter Library

Defining exactly how much service will be given to people outside the University is an extremely difficult and complex question. At the present time, the Library has a fee card that may be purchased for $35 per semester and $100 per calendar year. Courtesy permits are given to various categories of users, such as family members of University faculty and staff. This spring the Library reinstituted its policy of requiring library users to show UM identification or library fee cards to enter the library. Problems with this action are the lack of understanding on the part of students and faculty for the ID check requirement, the necessity of issuing more courtesy day passes, and the burden on the guard and loan desk staff who have to defend the policy.

Members of the Task Force interviewed a large number of Library staff who serve the public. They found that a majority of the respondents were concerned about the lack of written policies and procedures concerning questions that arise over philosophy of service, and consequently recommend the following:

a. Preparation of a detailed, comprehensive written statement on the philosophy of service to the University community and to those outside the University community. Include information on how to respond to telephone requests for simple as well as in-depth reference questions.

b. Provide an updated procedures manual for the circulation and reference areas. In particular, simplify the policy and procedures for the issuance of passes.

c. Encourage the University office that issues ID's to open occasionally during evening hours to accommodate Library users who come to the campus only in the evenings.

D. User Education

The position of Library Orientation and Instruction Librarian is a relatively new one and a great deal has been accomplished in the short time the position has been filled. Even more could be done if additional librarians had time to become involved in a carefully coordinated program of library orientation and instruction activities. With the recent reactivation of the Library Orientation Committee and several subcommittees, user education activities will increase.

Because the second highest request on the Library User Survey was for self-directed guides to using the Library, we present the following recommendations:

a. Design a permanent signage system for the library as well as temporary signs for the interim period. The permanent system should include a floor plan map posted on each floor to indicate locations.

b. Prepare printed self-help bibliographic guides for the use of various library resources.

c. Prepare a handbook to the Library which might include circulation policies, floor plans, and brief introductions to the services and the locations of services on each floor.

d. Prepare a self-guided written and/or audiotape tour of the Library, and/or a videotape tour of the Library.

e. Prepare a basic general introduction to the Library that will reach all incoming students, such as a workbook or work sheets for a required class taken by most new students.

f. Prepare a general orientation to the Library's collections and policies for new faculty. Prepare a Library handbook for faculty which includes reserve procedures and deadlines.

g. Provide a series of seminars for faculty and graduate students on the various resources and services offered by the library.

h. Encourage Library faculty to participate in Library orientation and instruction activities.

E. Equipment

The most heavily used equipment in the public service areas are the copy machines, change machines, and microform equipment. Presently the Library has seven copy machines for public use and two coin changers. Locations of equipment used by the Library's patrons are listed below:

First floor

1 change machine
3 copy machines
1 telephone (in lobby) for on-campus calls
14 manual pencil sharpeners
12 videotape
1 reel to reel player
3 record players
1 microfiche reader
1 slide viewer for the x collection
9 cassette players

Second floor

1 copy machine
1 paper cutter
1 OCLC terminal at reference desk
2 microfiche readers
1 microfiche reader/printer
1 manual pencil sharpener
stapler, scissors, tape dispenser and hole punch at reference desk

Third floor

1 change machine
3 copy machine
1 electric pencil sharpener
3 ROM readers
5 microfiche readers
1 opaque reader
2 microfilm reader/printers
1 microfiche reader/printer
12 microfilm readers
staplers, tape, and hole punch at periodicals reference desk

The copy machines are serviced by two non-professionals who report to the Associate Director for Technical Services. These two people are responsible for the general maintenance of all copy equipment and microform equipment in the building and the provision of supplies to the appropriate areas. The Library is open 94½ hours per week for service plus an additional 11 hours per week for study only on the first floor. The copy service is staffed 75 hours per week (plus additional hours with student assistants).

Responses from the Library User Survey indicate that patrons consider copying facilities to be the most needed item in the Library and express a very high degree of dissatisfaction with the present arrangement. Interviews with public service personnel show that the copy service is a serious problem especially on weekends and nights. On weekends, it is not uncommon to find only one or two copy machines operative and patrons with reference questions waiting while librarians reload paper or attempt to repair the equipment. There is no janitorial service available on weekends and the areas around the copy machines become extremely messy.

Another major difficulty is the necessity of providing patrons with coins to use in the copy machines or for other purposes. Change for a bill higher than $1.00 is not available in the Library. Often patrons attempting to pay fines or locker fees have to seek change in the Student Union or the Ashe Building.

The Library has a typing room, formerly equipped with rental electric typewriters. Due to the poor equipment and service, the rental typewriters were removed, but the typing room is available for those users who wish to bring their own typewriters. In the Library User Survey the provision of rental electric typewriters received the fifth highest response and the provision of free manual typewriters received the eighth highest response.

To improve the equipment situation, the following recommendations are presented:

1. Copy Machines

   a. As soon as possible transfer supervisory responsiblity for the copy machines from the Assistant Director for Technical Processes to the Assistant Director for Administrative Services.

b. After reorganization, relocate copy machines as follows: Four on the first floor, two on the second, one on the third, and one on the seventh (assuming an additional machine is obtained).

c. At each copy area on the first, second, and third floors, include a counter with an attached paper cutter, stapler, hole punch, and a locked storage area for paper and fluids. Place large trash cans beside each copy machine and at least one book cart nearby for temporary shelving of used periodicals. Continue the cleanup of each area by personnel who are responsible for servicing the copy machines. During the busiest times of the semester, have the service personnel check every copy area at least once each hour to clean up, make any repairs, add paper, or clear the coin box. Provide personnel who are responsible for copy equipment maintenance during the 94½ hours that the Library is open for service. Each public service desk should have the name or names of the persons responsible for copy services at evenings and on weekends along with a log sheet to report any problems with the copy service. The log sheets should be handed to the supervisor of the copy services on Monday mornings or as needed.

d. Investigate the feasibility of establishing a self-supporting custom copy service for print and non-print library materials. Under the reorganization plan, space for such a copy service exists on the second floor.

e. Because the copicards result in fewer coin jams and fewer equipment repairs both for copy and change machines, and since they are extremely convenient for users, publicize the copicard system in the student newspaper, in the breezeway exhibit cases, and on posters at the copy machines. Sell copicards at the circulation desk.

2. Change/Fines

   a. Establish a cashier position reporting to the ADAS to provide change for bills higher than $1.00.

   b. Add a change machine for dimes near the microform area.

3. Typewriters

   a. Encourage the appropriate University officials (e.g., Provost, Dean of Students, Student Government Association President) to provide rental typewriters for students.

4. Other Equipment

   a. Install a recorded message telephone line to give Library hours. (This service was recently established).

b. Investigate the addition of telephones to stack floors four through seven to be connected to the circulation desk so that patrons may call for assistance in using the stacks.

c. Continue to improve the appearance of the library by finding donors or using capital improvement funds to install a new carpet on the first floor, another on half of the second floor, repair and reupholster lounge furniture, and replace broken tiles near windows.

d. Investigate the possiblity of providing a bookdrop location in the Library building that would be accessible by car.

F. Public Relations

Librarians are often too busy managing, acquiring, and processing library materials to attend to the important area of public relations. Several positive steps have been made by the Library recently to create goodwill on the part of students and faculty towards the Library, some of which are outlined in an earlier section. The suggestion box, the opening of the stack tower, earlier openings during the week, a more generous circulation policy, and the reference librarian/bibliographers' work with faculty have enhanced the Library's image.

Certain areas where the Library could improve its public relations and publicity efforts are listed below:

1. Devise better methods for noise control, such as the relocation of study rooms.

2. Investigate the possibility of changing (without increasing) the present Library hours to better serve the needs of users. Conduct a user poll and keep statistics on room use and turnstile counts to assist in the decision.

3. Establish a close working relationship with student newspaper personnel and student government officers.

4. Use bulletin boards and exhibit cases to inform Library users of new acquisitions, problems the Library encounters with noise, mutilation and theft of materials, and special services, such as the copicard system.

5. Draw the Library Advisory Committee into a more active involvement in Library programs and activities.

6. Ask representatives on the Faculty Senate and Curriculum committees and the reference librarian/bibliographers to suggest key faculty members to work with the Library on special public relations efforts.

7. Plan a Library open house to promote new services and activities.

• 8. Because the Library user's first contact with the Library is at the guard desk, one of the most important service points in terms of establishing good public relations, implement the following:

a. Have guards wear uniform jackets.

b. Increase the number of uniformed guards to cover the 105½ hours the Library is open.

c. Use substitute guards from the circulation staff to allow the uniformed guard who is on duty to make a 15 minute inspection of the building at random times throughout the work shift. The presence of a guard at odd times in the stacks and on floors one through three should assist somewhat with alleviating the library's noise and security problems.

d. Strictly and consistently enforce the I.D. check at all hours the guard desk is open.

G. Collections and Collection Development

Members of the Task Force invited the Assistant Director for Collection Development to serve as a consultant in a study of the collection. The Assistant Director met with the Task Force to provide a summary of collection development activities. From interviews with the Assistant Director for Collection Development, reading of materials supplied by the Assistant Director, and interviews with public service staff, the following recommendations are made:

1. Investigate the possibility of joining the Center for Research Libraries to help alleviate some of the storage and interlibrary loan problems.

2. Urge the Director to form a committee to study the benefits and disadvantages of selling, retaining, and/or weeding the Russian collection.

3. Investigate the possiblity of relocating the Russian materials in a storage area outside the present building.

4. Investigate ways to dispose of the Chinese collection.

5. Investigate the feasibility of conducting a collection analysis project and preservation self-study

6. Form a committee of technical processing and public service personnel to investigate the problems and benefits of classifying the periodicals collection.

7. Increase the number of reference librarian/bibliographers from six to at leas ten.

8. Produce a handout on map resources available in the Richter Library and the Geography Department.

9. Assign one or more librarians to study the vertical file materials to determine if they should be retained. (These materials include information on business subjects, street maps, embassy publications, library annual reports and newsletters, and the human relations area file). If files are retained, keep them up-to-date.

10. Establish a committee appointed by the Director and composed of periodical librarians and reference librarian/bibliographers to investigate the list of periodicals currently received on microfilm to determine if these titles should be received on film only, should be bound only, or both. The committee should return its recommendations to the Director in the spring of 1983.

11. Have the Director appoint an ad hoc committee which will include personnel from technical processing, collection development, archives and special collections, and other public service areas to investigate the cost, effectiveness, and use of the Florida and University collections. Although a previous group studied aspects of these questions for a year and a half in an attempt to prepare a policy, no final written policy was approved because of conflicting opinions. Because these questions have existed for some time, the Study Team considers the establishment of this committee to be a high priority. When constituted, the commitee should consider these specific questions:

> What is the rationale for maintaining the Florida and University collections as special separate collections?
>
> How much do these separate collections cost in terms of acquisitions, personnel, and space?
>
> How are they serviced?
>
> How are materials selected?
>
> How do users know about their existence?
>
> Is the duplication between the Florida and the circulating collection necessary?
>
> What alternatives would better meet the needs of the University community?
>
> Should options such as the Floridiana card in the main catalog or the separate Florida shelflist substitute for the present Florida collection?
>
> Should only those items considered to be rare Floridiana be retained in special collections?

12. Assign reference librarian/bibliographers a role in decisions on how much money to spend for acquiring periodical backfiles and replacing microforms.

13. Assign personnel designated by the Assistant Director for Public Services to select books for the reference collection from the new books area in the Acquisitions Department rather than relying on Cataloging Department personnel to make this decision. Provide the Cataloging Department with written guidelines to assist in deciding whether or not a book not designated as reference should be returned to a reference librarian for a decision. Each person who selects a book for the reference collection should sign the reference flag provided in the book.

14. Have reference librarian/bibliographers request the following cataloging priorities for any new book or serial by signing a flag marked

a) RUSH (use for books to be cataloged within 24 hours), or

b) Priority (use only for non-DLC books to be cataloged within three months of request).

DLC books will continue to be cataloged within two or three weeks of receipt unless a RUSH flag is placed in the book.

15. Assign to a reference librarian/bibliographer the responsiblity of collecting materials concerning the Miami-Dade area.

When the University's center for Urban Studies was disbanded in the 1960's, the Library received a gift collection of documents published by local agencies. These documents became part of the Florida collection, which is located in the Department of Archives and Special Collections. For the most part, these local documents are uncataloged and inaccessible to the University community unless the library user locates a main entry slip in the card catalog or consults someone who knows about the collection. This collection will eventually be cataloged, but, to this date, it has received a very low priority and virtually nothing is being cataloged because it is older material.

This uncataloged collection of local documents on the eighth floor has been augmented by documents acquired informally from various local agencies at the instigation of librarians in other departments over a period of many years. At the present time, no one librarian is responsible for actively seeking the donation or purchase of local documents and materials on local issues and problems. Considering the University's stated interest in providing assistance to the Miami community by studying urgent local problems, it is regrettable that publications of immense present and potential value to University researchers are not being actively acquired and made available by the Library.

In addition to the problem of procuring these materials, there is the difficulty of providing access once they are acquired. As is the procedure in most special collections departments, and due to the archival nature of the Florida collection, the department of Archives and Special Collections prefers that Library users have specific call numbers in hand when using the Florida collection. Its staff prefers not to deal with reference and research questions that should be more appropriately handled by the Reference Department. The Reference Department, however, does not have the printed resources and indexes to assist the user, either. Consequently, the researcher who wants to research a topic concerning the local area encounters several difficulties:

> The Library's collection of local documents is inadequate and outdated. Because of heavy workloads and other priorities, no attempt is being made to update in a systematic fashion the collection of local documents and other materials on local problems and issues.
>
> Access to what is available is severely limited in terms of printed indexes and card catalog information. No librarian is given responsibility for being knowledgeable about local materials and methods of retrieving information from them.
>
> All uncataloged local documents are located on the eighth floor. If the researcher wants to use the eighth floor Florida collection, he or she is further limited by hours of opening (9-4 Monday through Friday) and the preference of eighth floor personnel that users provide call numbers rather than browse through an outdated collection of uncataloged materials.
>
> To provide a more accessible, easily-used collection of library materials on the Miami-Dade area (including local documents), the following recommendations should be implemented:

a. Purchase the Greenwood Press microfiche copies of local documents and the Index to Urban Documents.

b. Acquire two copies each of pertinent library materials concerning the Miami-Dade Area, including local documents.

c. Catalog local documents as prioritized by the reference librarian/bibliographer. Put the first copy in the Florida collection and the second copy in the circulating collection or the reference collection, whichever is more appropriate.

d. Produce an in-house computerized KWOC (Key Word Out-of-Context) index to local documents beginning with a recent date, perhaps 1980.

e. Have Circulation and Special Collections inform the reference librarian/bibliographer of any reports by patrons that the circulating second copy of Florida collection local documents is missing so that arrangements are made to replace high use circulating copies as soon as possible.

f. Hold a seminar about local materials for all reference librarians so that they can become familiar with their contents, the basic agencies involved, and research topics.

g. Encourage closer working relationships with personnel in the Miami-Dade Public Library and other libraries in the area who work with local documents so that proper referrals can be made.

h. Have the reference librarian/bibliographer responsible for local documents review gift materials about the local area to determine if a second copy should be acquired for the circulating collection, to become aware of the content of the item, and to establish a cataloging priority.

i. Have the reference librarian/bibliographer responsible for local materials produce a printed self help guide for patrons on how to locate and use information about the local area.

16. Copy one and two of Florida Documents are currently processed by Government Publications and are housed on the third floor. Send copy one to Archives and Special Collections and catalog as soon as possible. Copy two will remain in Government Publications.

V. SUMMARY

The Task Force found that the Library has made some progress in responding to the needs of its users, but the Library needs to become even more user oriented. Being a relatively young institution, it has been appropriate for the Library to concentrate heavily on building the collection. Now the Library must continue to build and refine the collection and, at the same time, provide the means by which users and potential users can fully exploit the University of Miami's library resources in order for the Library to become a more active partner in the educational, research, and service missions of the University.

VI. UNSOLVED PROBLEMS

The Task Force did not have time to investigate the following important areas:

1. The budgeting process and how it affects public service.
2. Performance measures for the public service units as a whole.
3. Telephone service, including the number of lines needed for each public service area and the location of public telephones.
4. Collection analysis projects.
5. Preservation problems as they affect user services.
6. Cooperation between the Richter and Law Libraries.

TASK FORCE ON MANAGEMENT SYSTEMS

INTRODUCTION

The charge to this task force was to collect information and analyze current practices in library planning, budgeting, policy making and management practices, and to consider ideas for change where appropriate. This report will outline the present and make recommendations for the future.

The task force designed a questionnaire to elicit from department heads, assistant directors, and the director their perceptions of the planning, budgeting, and controlling process that now goes on in the library.

The idea exchanges revealed many attitudes and perceptions by all staff as to the way the library is managed and what might be done to improve library operations and management. The single issue mentioned most frequently was that old bugbear —communication — which, it was suggested, can be pictured as the wanderings of an atom in a sphere — totally random. The responsibility for improving communication was felt to rest with the administration.

Two points which were in the charge to the task force—more effective deployment of staff and reduction of noise in the library — are practically addressed in the reports of the other three task forces.

ORGANIZATION

There is a perception on the part of the staff generally that the organization chart prepared by the director (shown in the appendix) does not reflect accurately the lines of control exercised throughout the organization. There is an inadequate understanding of the duties of the associate director and assistant directors. This is due to a number of factors among which are the leadership style of the director compared with that of his predecessor and the lack of publicized job descriptions which clearly delineate the scope of responsibilities and lines of authority of all levels of library management.

The former director, Archie McNeal retired with honors in 1979 after leading the library for 27 years through many vicissitudes and into an unprecedented development. He managed the library's operations directly through Department Heads. Ideas flowed from the top down. Department Heads were not expected to take policy initiatives. The Associate Director functioned as deputy— not as administrator. When Frank Rodgers was appointed Director of Libraries, the staff immediately sensed a substantial difference in his style of leadership. In his first two years, he established two new Assistant Director positions. The organization charts reflect a management concept which has the Associate/Assistant Directors responsible for the administration of the daily operations of the library. Mr. Rodgers feels that he encourages staff to take initiative and to make recommendations for change. He expects to have productive ideas for action and present them. He also expects all staff to be similarly productive of ideas for action and present them. He favors a collegiality of approach to issues facing the library. The staff however feels that Mr. Rodgers does not state clearly what he expects to them.

The operational units of the library are known as departments or sections. Department or Section Heads report to Assistant or Associate Directors — the organization chart illustrates. Not all assistant directors have administrative authority over departments or sections. Thus, the amount of administrative responsiblity varies. For example, the Assistant Director for Collection Development position was created at that level by Mr. Rodgers to stress the importance of the function and to attract a highly qualified person. Limited staff and budget resources prevented the establishing of a separate department staffed with bibliographers. Instead, librarians with reference or other public service functions were assigned collection development responsibilities in addition to their respect assignments. The resulting ambiguities in the reporting levels and administrative responsibilities have caused some difficulties.

PLANNING

The process of planning is viewed with a great variety of perceptions by staff, department heads and assistant directors, and the tor. The term "opportunistic" has been used to describe the growth of the library and the university. To many of the staff and department heads there appears to be little formal planning. In fact, it seems to some that projects are embarked upon almost without prior thought This leaves some feeling that there is little continuity of priorities and that at any given moment yesterday's priority can give way to today's immediate, urgent need. There seems little coordination of planning and setting of priorities between the functions of technical services and public services.

A formal process of planning is closely associated with the budgeting process which is discussed below.

In a less formal way, the Director leads in planning. He has prepared the statement "Outlook for the Eighties" as a broad forecast of the principal issues focusing the library. He involves assistant directors and department heads and staff members in articulating plans for the future in relation to specific projects. As an example, the Director has explored in general terms the automation of certain library procedures. He is investigating the state-of-the-art of library automation which now is an on-line bibliographic data base from which certain routine functions can be derived. The process of making decisions on automation has essentially been that of the Director throwing out ideas and the staff reacting to them.

There is a perception that planning is ad hoc, that there is little long-range planning. The Director considers that the planning process is open to all and that any of the library faculty and staff may present ideas for future action. The staff feels that the planning process should be more clearly structured.

BUDGETING

The budget process is interlocked with what planning procedures now occur. The processes of both planning and budgeting in the library reflect those used by the University.

The library's budget is set annually by the Provost's office. The budget for personnel salary increases is determined by the University administration and applied to all elements of the university across the board. The library is given a lump sum for distribution to all staff members on the merit principle. The Director has carte blanche to award merit increases of whatever magnitude he wishes within the limit of the total sum given to the library. Once a year department heads are asked by the Director to list their incremental budget needs. This constitutes an opportunity for the department heads to consider their plans for the coming year and put forward budget requests to support those plans.

The Director and Associate/Assistant Directors discuss the budget requests at the point the department head's planning is subject to revision by the Director in the light of what he considers to be the likelihood of the Provost granting the various requests.

The Director presents the incremental budget requests in priority order to the Provost and the Provost's business officer and discusses the Library's priorities during at least one formal review meeting. At this point the Provost's priorities are stated The Director is subsequently informed of the incremental amounts that will be assigned. In past years it is clear that the Provost's priorities have superseded those of the Director and the increment has applied to the book budget only. Requests for additional staff supplies and equipment have not been granted. The director has protested this regularly, pointing out the anomalies that result.

The university, in 1975, in response to anguished pleas from teaching faculty and the Director of Libraries began a five year program of increasing the book budget by $100,000 per year. At the end of the five year term the plan was continued and in 1982/83 the effects of inflation were recognized and the increment for the book budget for this year is $200,000. However, recognition has not been given to the fact that with the substantially increased sums for the book budget, the need for staff to process and service the vastly increased collection of materials has not been acknowledged.

Similarly, the equipment and supplies budget has not been increased in several years with the result that year by year the total amount spent for equipment and supplies (which must come from the book budget) far exceeds the budgeted amount.

In this lies the heart of the budgeting anomaly. The university doesn't really control the way in which the library expends its funds other than with attention to the total budget. Although it is not possible to add staff salary lines, it is possible to spend without regard to budget categories in both the equipment and the capital or book lines. The result last year was that, from the University general fund, substantially less was spent on books than was budgeted because of the serious need for equipment, supplies and maintenance. As one simple example, the cost of Physical Plant maintenance services more than doubled that of the previous year and expenditures amounted to over four times the budgeted amount. Fortunately, gift and endorsement funds more than covered the shortage in the general book account.

Of course, the flexibility the Director has in administering the budget is useful because he can take advantage of opportunities as they arise rather than being subject to a stringent application of previously budgeted priorities. However, the application of this flexibility sometimes leaves the staff with inadequate comprehension of the reasons for and the rationale behind the decision to embark on a new and unplanned expenditure.

The library budget consists of three principal elements:

A. Personnel

B. Supplies and Expendable Equipment

C. Books and Capital Equipment

Personnel costs are predetermined. That is to say the total budget at the beginning of the year is the sum of all the salary lines and the composite fringe benefits. The only way to capture free money from the A budget is to suspend the filling of vacancies as they occur. Similarly, the B budget is already committed and, as outlined above, is woefully inadequate in the light of inflation and the need for more supplies and equipment. This leaves the book budget as being the only unencumbered element of the library budget. Any extraordinary expenditures can be met only from what is understood to be the book budget. The university authorities tacitly recognize this budgeting anomaly. However, this anomaly deprives the library of an important management control tool because there is no need to adhere strictly to the detailed budget categories.

Changes for the better are in sight. The Provost has announced a biennial budgeting plan. One feature will be the authorization to carry over unspent funds from the first to the second year of the biennium. This year, for the first time, all, rather than half, the salaries saved in vacant faculty lines is recoverable by the library. We hope this policy will be extended to all staff vacancies.

After the budget discussions that were held this fall, there is some reason to expect that through the new budgeting procedure the Provost will be more responsive to the priorities of the Director of Libraries. This will enable the Director to administer a more realistic budget efficiently and economically.

COMMUNICATIONS

"Nobody tells me anything."

This cry is heard from all sides. The investigations of the Management Task Force and the comments in the Idea Exchange reveal a widely varying perception of the methods of communication and the means by which communication is transmitted and received. There is not an adequate understanding of the process by chich decisions are made. Participants in meetings frequently come away wondering what decisions were made and who is to carry them out. Since the staff looks to the director as the authority figure, blame is placed at his door for inadequate closure on issues. The staff feels that the responsibility for good communications rests with management. The Task Force discovered, however, that some of the examples of poor communcation were, instead, revelations of poor listening and bad memory.

There is no defined and consistent method for disseminating information. Department Heads meetings are held semi-regularly. Some departments hold regular meetings of their staffs. Others hold none. There are three newsletters with varying degrees of official cachet. Some staff feel that the coffee break and the "old boy network" are the most significant means of information exchange.

Each Thursday morning the Director meets with the Associate and Assistant Directors. There is no set agenda. Anyone may raise any issue which can be discussed, referred or settled. Policy can be set. Once a month, or when required, the Department Heads are invited to attend the weekly meeting and a similar format is followed. The larger meetings serve for information exchange and to discuss operational matters. When policy is determined, the Director sends a memo to the appropriate audience. Matters which affect all staff are supposed to be disseminated by memo to the staff through Department and Section Heads and a copy posted in the staff lounge bulletin board. The Director issues brief minutes of these meetings.

Once a semester, or more frequently if necessary, a general meeting of all library faculty is held. The Director invites submissions for the agenda. The Library's representatives to the Faculty Senate make their report and matters of particular concern to the Library faculty are discussed.

The Library Staff Association, to which all Library staff may belong, is organized independently of the library organization. Officers are elected once a year. Five meetings and two luncheons are held in the Fall and Spring Semesters. The Director gives his state-of-the-library report at the first meeting and speakers are arranged for the other meetings. The LSA has the responsibility for maintaining the coffee service in the staff lounge and is frequently called on to serve refreshments at library gatherings.

Three publications appear regularly. The Richter Rap addressed to library users; the LSA newsletter for staff; and the Richter Review written for the University family.

Some departments have bulletin boards for display of memos "to staff through Department/Section Heads." A bulletin board in the Staff lounge displays a variety of printed and typed information.

Perhaps the most obvious need to emerge from our discussions is a clearly defined procedure for information exchange. Each Department Head should hold regular meetings with his staff. These should follow from the monthly Department Head meetings. Agendas should be set and minutes should be written, particularly for those staff who may not be able to attend meetings. It should be a prime responsiblity of each Assistant Director to assure that the Departments under his or her authority establish such regular meetings.

Management Information Systems

Management information systems are an integral part of the University process of budgeting and fund expenditure and control. Various statistical and budget reports are generated and they serve differing functions. From time to time a management decision is requested which reveals a paucity of information sometimes to the point where the decision can't be made. The University accounting procedures have recently been automated under a system called Financial Accounting Management Information System (FAMIS). So far, FAMIS is famous only for the difficulties that departments have when reconciling its figures with theirs. But the Controller has listened to the recitation of woes and is working on improvements. One feature of any automated system for the control of library acquisitions, serials, circulation, et al, should be the identification of the information elements that are needed to enable library management to make decisions. This, of course, will required detailed study by staff groups.

RECOMMENDATIONS

Budgeting

Continue to press for the budget appropriate to the needs of the library to support the institutional goals of excellence.

Centralize bookkeeping, financial record maintenance, cash handling and other business functions in the office of the Assistant Director for Administrative Services.

Organization

1. Prepare detailed job descriptions for Associate and Assistant Directors. Clarify details of responsibility and authority. - Director

2. Clarify the decision-making process and the means by which all staff can participate in discussion leading to decision. - Director

3. Clarify in writing authority of Assistant Director for Collection Development over the librarians with collection development responsibilities. - Director

Planning

1. Define the long range planning process and identify those responsible for developing, maintaining, reviewing, and refining long range plans.

2. Publicize a priority list of actions.

3. Review goals and objectives and priorities as part of the planning process.

4. Estaglish a structure for the realization of plans articulated in the LRP process.

5. Establish a mechanism for the identification of needed policy statements and regular review of existing policy statements.

6. Develop, revise and maintain procedures manuals for each department with a master set in the Director's Office.

Communications

1. Establish a schedule for meetings from top administrative through department staff. - Director.

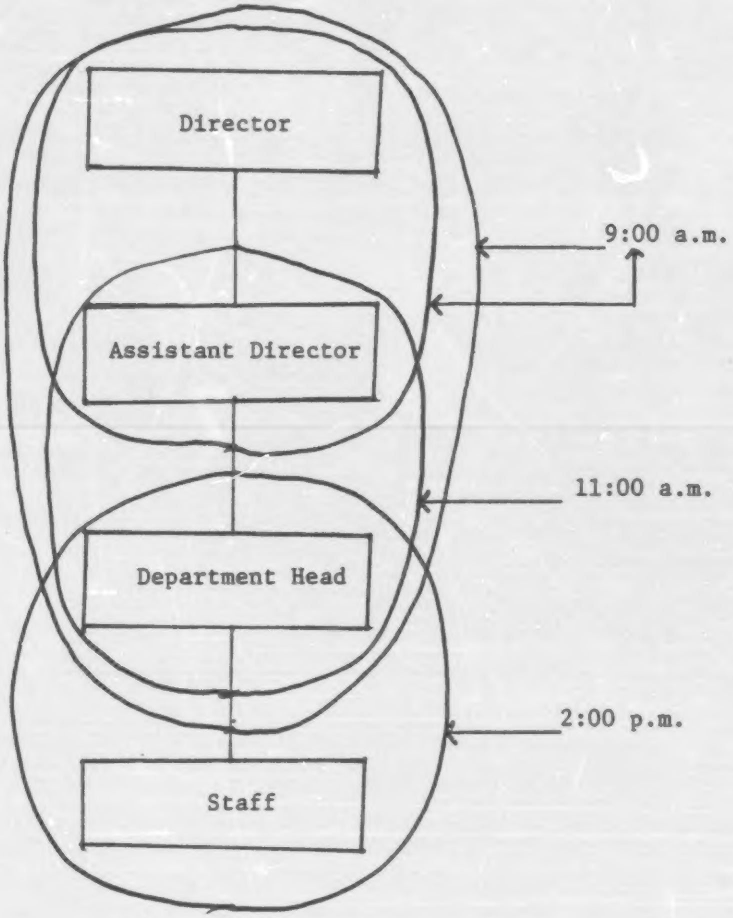
2. Use the attached model to develop a structure to facilitate the timely issue of information.

3. Set and distribute agendas before meetings.

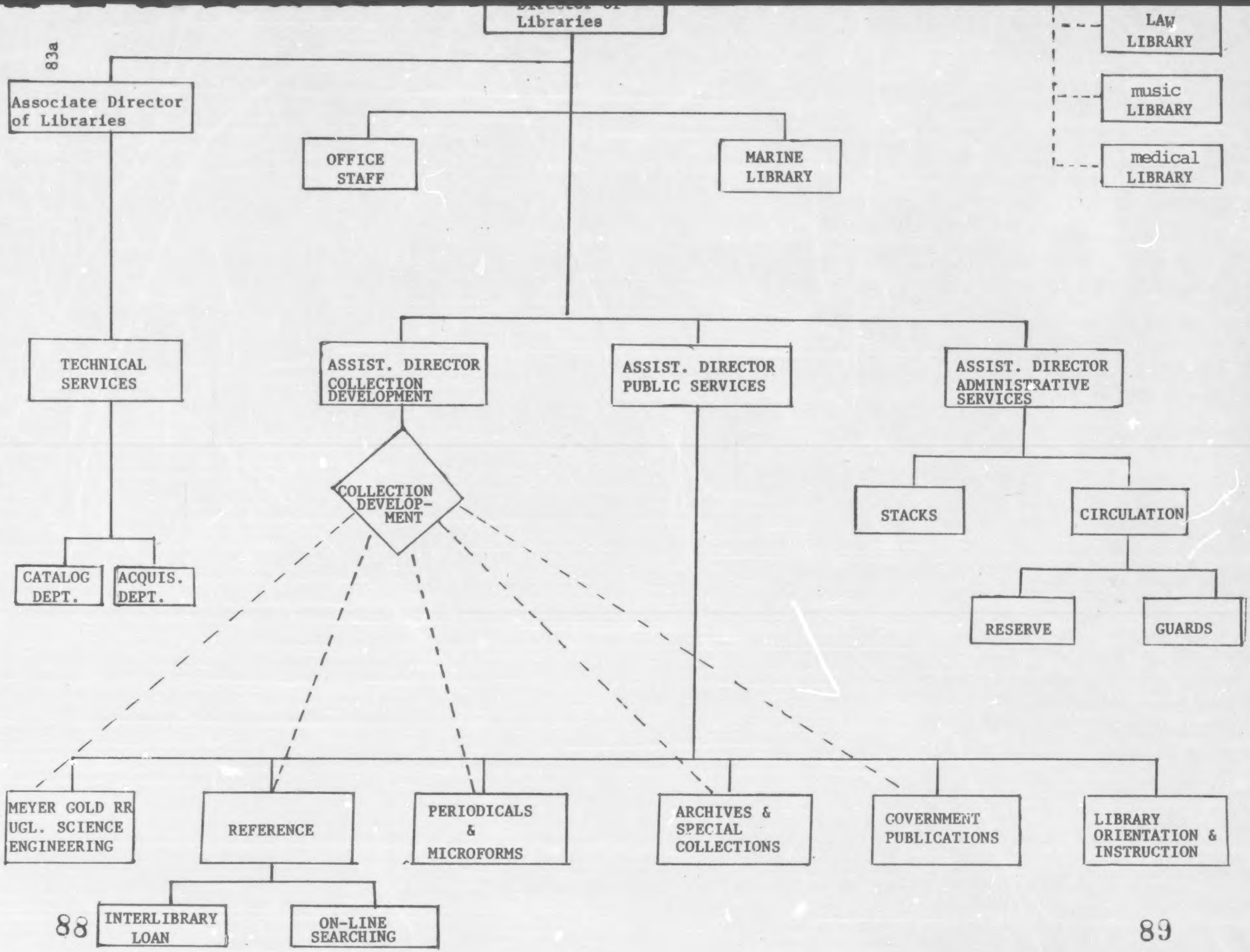
4. Keep meetings to one hour if possible.

5. Distribute minutes as soon as possible to the meeting group with a copy for the Director and appropriate bulletin boards.

MODEL FOR COMMUNICATION MEETINGS


Director
Assistant Director
Department Head
Staff
9:00 a.m.
11:00 a.m.
2:00 p.m.

This model illustrates a method of timing meetings, so that information is communicated in a timely way from the Director through Assistant Directors and Department Heads to staff. The Director holds a meeting in the early morning and Division and Department meetings are scheduled later in the same day. Thus, within one day, all staff learn of important matters.


Director of Libraries
Associate Director of Libraries
OFFICE STAFF
MARINE LIBRARY
LAW LIBRARY
music LIBRARY
medical LIBRARY
TECHNICAL SERVICES
CATALOG DEPT.
ACQUIS. DEPT.
ASSIST. DIRECTOR COLLECTION DEVELOPMENT
COLLECTION DEVELOP-MENT
ASSIST. DIRECTOR PUBLIC SERVICES
ASSIST. DIRECTOR ADMINISTRATIVE SERVICES
STACKS
CIRCULATION
RESERVE
GUARDS
MEYER GOLD RR UGL. SCIENCE ENGINEERING
REFERENCE
INTERLIBRARY LOAN
ON-LINE SEARCHING
PERIODICALS & MICROFORMS
ARCHIVES & SPECIAL COLLECTIONS
GOVERNMENT PUBLICATIONS
LIBRARY ORIENTATION & INSTRUCTION

HUMAN RESOURCES TASK FORCE REPORT

INTRODUCTION

The Task Force on the Development and Use of Human Resources has divided its report into two sections. The first includes a survey of the morale and motivation of Library personnel and some conclusions and recommendations based upon that survey. The second portion concentrates on the need for staff development and presents certain proposals (also based upon the staff survey) leading to the establishment of a formal mechanism which would encourage that development.

MORALE/MOTIVATION SURVEY AND ANALYSIS

The Task Force chose to focus on two problem areas affecting Library personnel: low morale and lack of motivation. In order to gather information directly, we decided to conduct interviews with all staff members, whether faculty or non-professional. In this way we hoped to identify the factors underlying the lack of morale and motivation which had first been verbalized in the Idea Exchange meetings between the Study Team and participating staff members.

All the members of the Library staff (except for the Director, Associate Director, and Assistant Directors) were approached for interviews. Out of the 102 persons slated scheduled to be interviewed, 75 responded (73.5%). The 26.5% who were not interviewed included those who declined to participate and others who were on vacation or sick leave or otherwise unavailable.

The questionnaire used in the interview was based upon the sensing interview supplied by the Academic Library Development Program. The 102 persons on the Library staff (as listed on the Library roster) were allocated by departments to the six members of the Task Force. Care was taken to ensure the existence of confidentiality, rapport, and a measure of openness between interviewer and interviewee.

The questionnaire dealt with staff members' roles, goals, and attitudes, the organization of the Library as a whole and as a group of units. It was further geared towards gathering information about staff members' interpersonal relationships with and perceptions of supervisors and peers, and also included an evaluation of the interview itself.

Responses were placed into detailed categories listing specific answers or positive-negative replies according to the nature of the questions posed. These categorized answers were further examined using a draft analysis devised by the Task Force. The answers were then tabulated in graphic format and similar answers were combined. Responses given by fewer than three interviewees were eliminated.

HUMAN RESOURCES QUESTIONNAIRE

I. ROLES:

a) How would you describe your job responsibilities?

II. GOALS:

a) What are your short and long term career goals?

b) Do you feel you will be able to meet them in the library?

c) Why?

III. THE JOB ITSELF:

a) What do you see to be the predominant positive and negative aspects of your job right now?

b) What things do you do that seem not worth doing and what things might best be done by someone else?

c) What areas of responsibility might you have that you don't have?

d) Do you feel you are adequately recognized for the effort you put into your work?

IV. ORGANIZATION:

Section A (Library, General)

i) What is it about the library that contributes to your effectiveness and hinders your performance?

ii) What makes it worthwhile to work for this library?

iii) What do you perceive to be the reason for a high turnover rate?

iv) What are the major problems facing the library right now?

v) Do you feel that you have any significant input in the decision-making in the library?

vi) Do you feel communication in the library is adequate?

vii) Are you generally satisfied with the library administration?

Section b (Individual Departments):

i) What are the major problems facing your department right now?

ii) How are decisions made in your department and do you find this satisfactory?

iii) Is the staff efficiently allocated according to the work to be performed?

V. INTERPERSONAL RELATIONS:

a) How would you characterize your relationship with your supervisors?

b) Do you feel you have good relationships with your peers?

VI. INTERPERSONAL PERCEPTIONS:

a) What are the predominant positive and negative characteristics of your boss?

b) How do you compare your job performance with that of others in your work situation?

VII. HERE AND NOW:

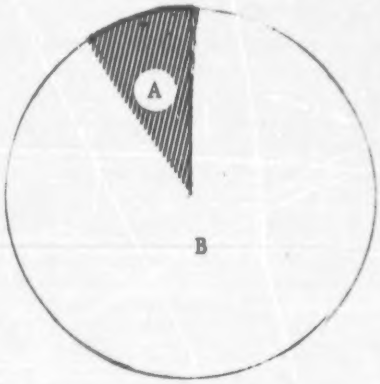
a) What feelings do you have about this interview?

b) What are your feelings and expectations on the library self-study project?

ANALYSIS

I. ROLES: a)

Q: How would you describe your job responsibilities?



CATEGORIES

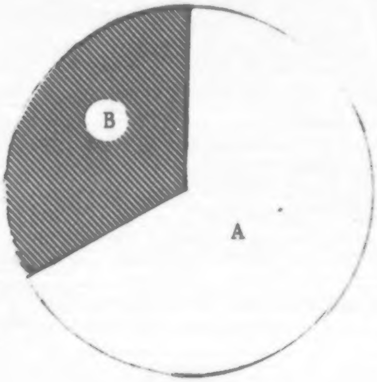
A: Able to describe all job responsibilities (8: 11%)

B: Able to describe some job responsibilities (67: 89%)

****

II. GOALS: a)

Q: What are your short and long term career goals?



CATEGORIES

A: Library related goals (50:67%)

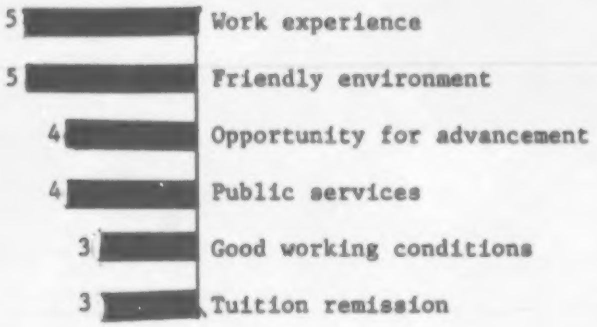
B: Non-Library related goals (25: 33%)

II. GOALS: b & c)

Q: Do you feel you will be able to meet (your goals) in the library?

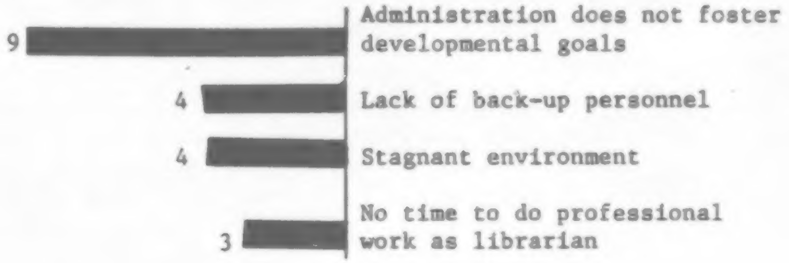
LIBRARY RELATED
GOALS:

Yes: 31 reasons were given



***Note: Not everyone of the 75 that answered YES or NO gave a specific reason, so the two graphs do not represent all the participants.

No: 28 reasons were given

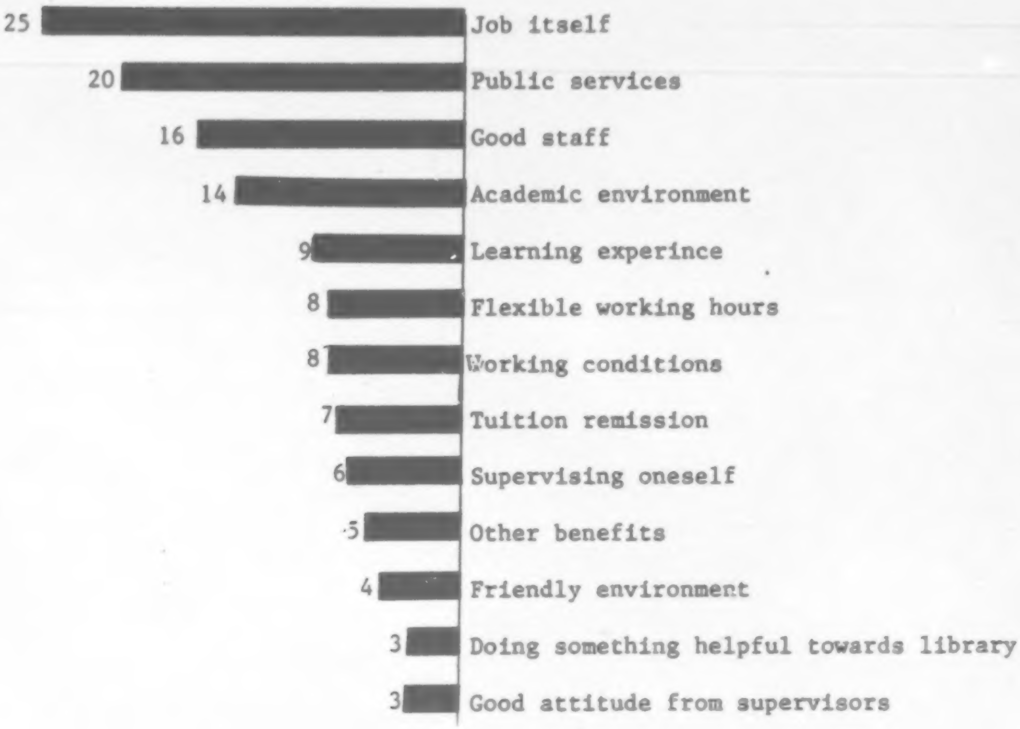


III. THE JOB ITSELF: a) part 1

Q: What do you see to be the predominant positive and negative aspects of your job right now?

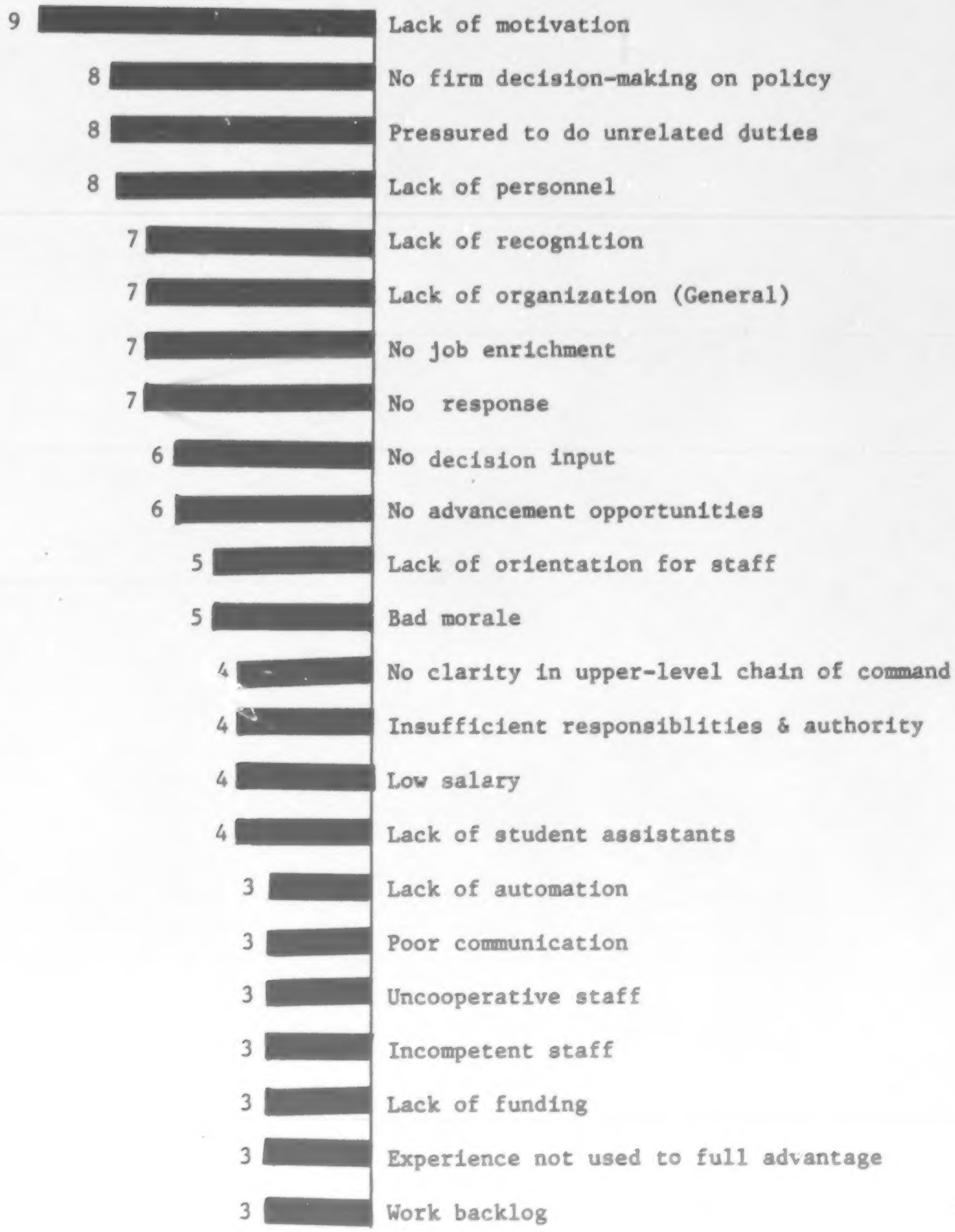
POSITIVE:

75 participants: 139 responses



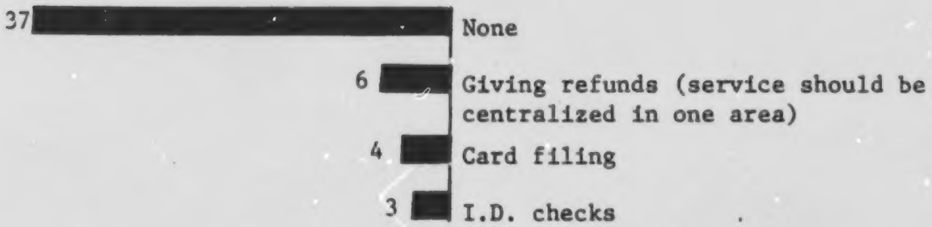
III. THE JOB ITSELF: a) part 2

NEGATIVE:
75 participants: 149 responses

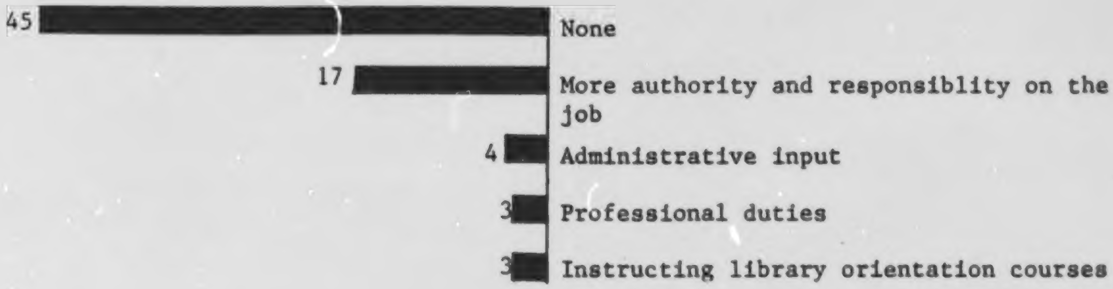


III. THE JOB ITSELF:

b) Q: What things do you do that seem not worth doing and what things might best be done by someone else?



c) Q: What areas of responsibility might you have that you don't have?

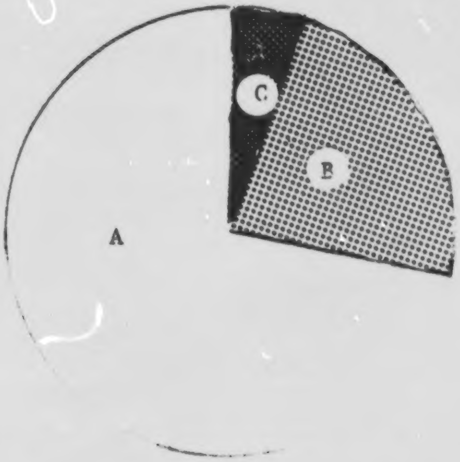


d) Q: Do you feel you are adequately recognized for the effort you put into your job?

A: Yes (54: 72%)

B: No (17: 22%)

C: No reply (4: 5%)

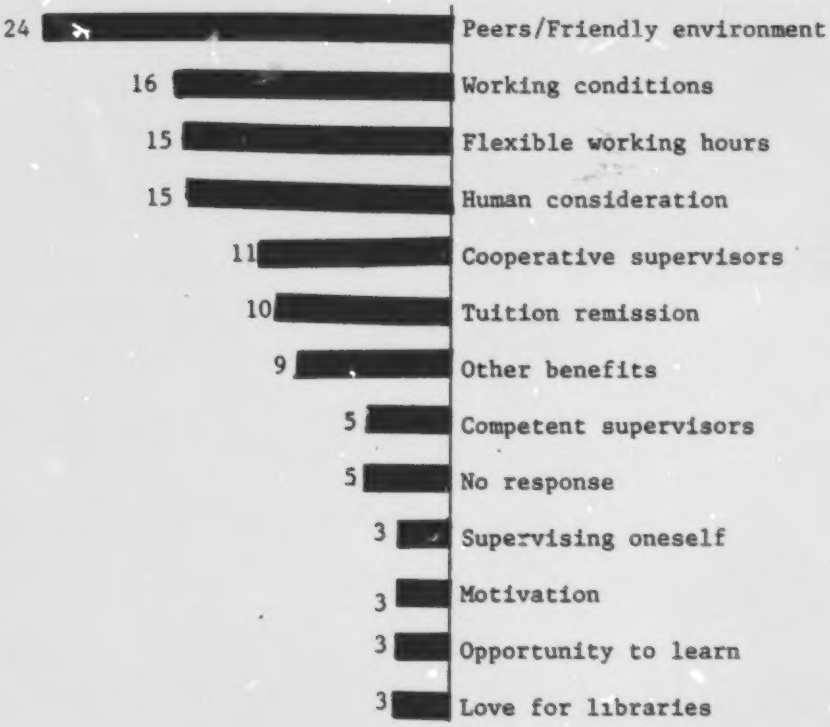


IV. ORGANIZATION/SECTION A. (Library, General)

i) part 1

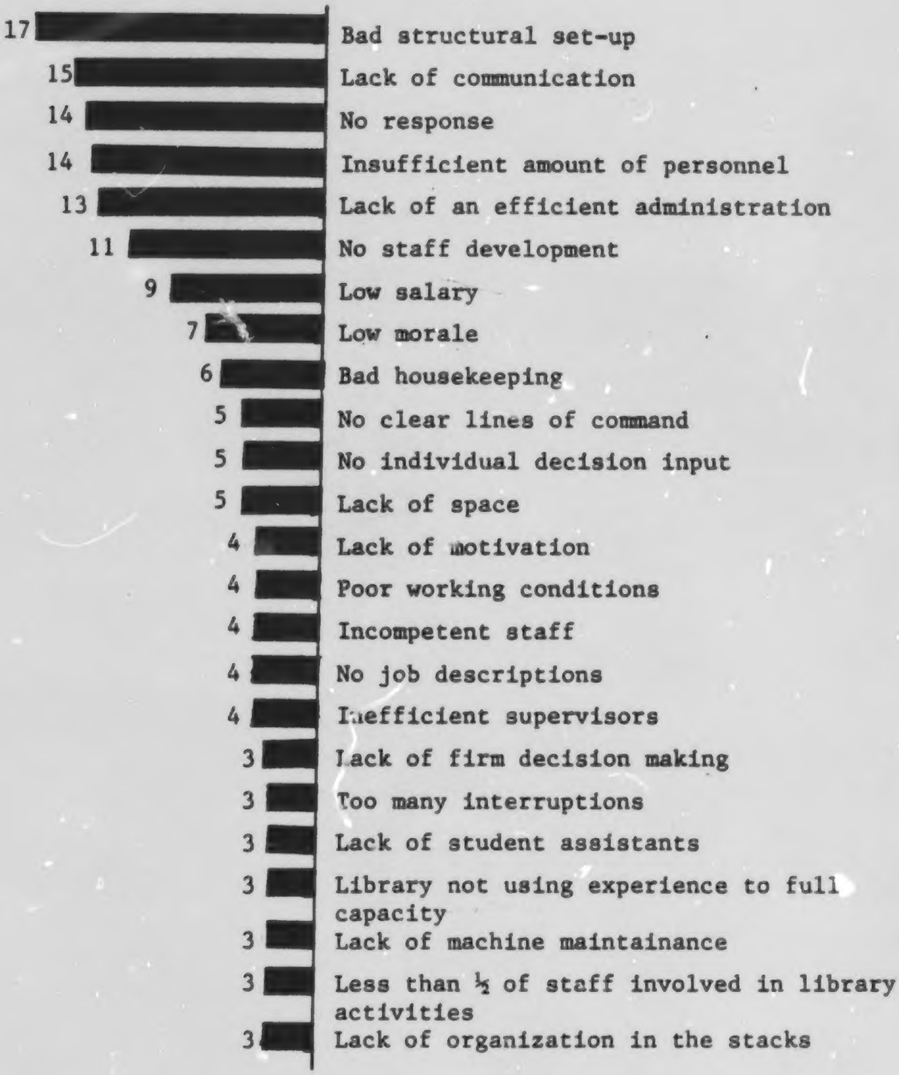
Q: What is it about the library that contributes to your effectiveness and hinders your performance?

EFFECTIVENESS: 75 participants: 148 responses

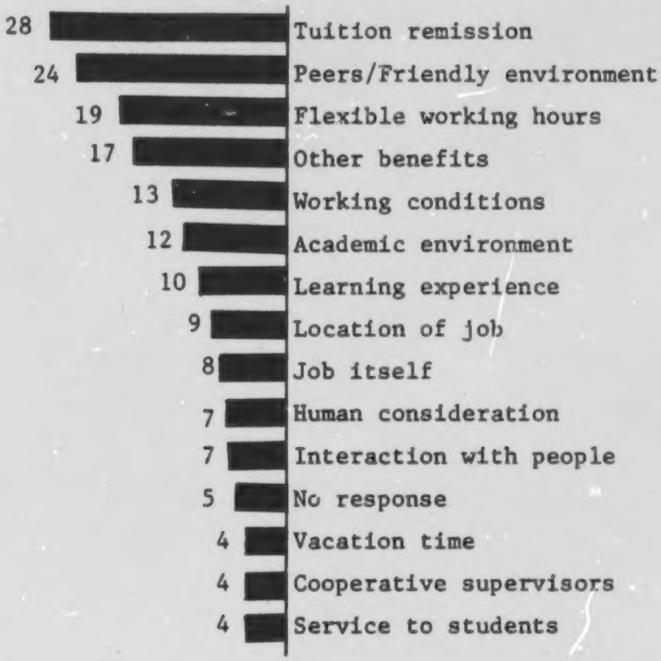


i) part 2

HINDERS: 75 participants: 206 responses



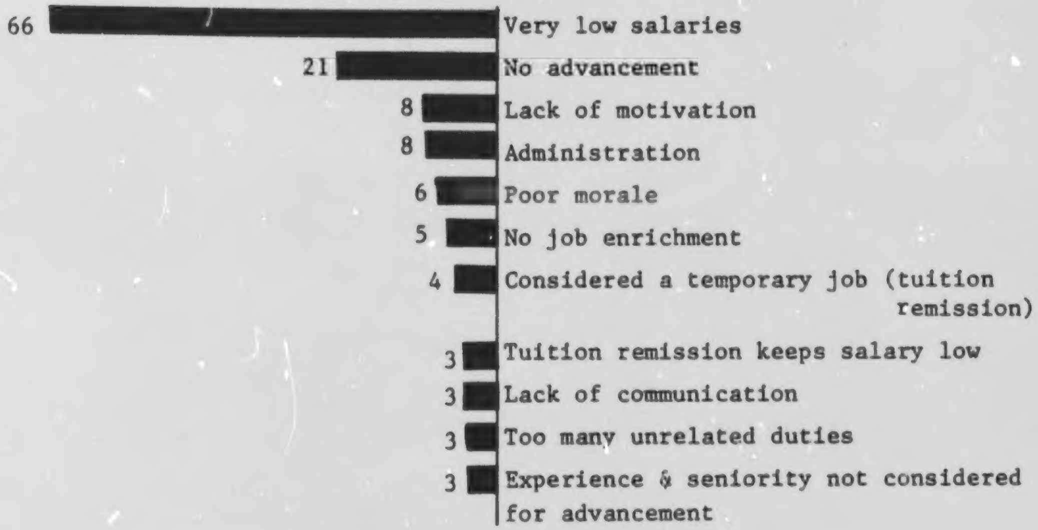
ii) Q: What makes it worthwhile to work for this library?



iii) Q: What do you perceive to be the reason for a high turnover rate?

REASONS FOR TURNOVER:

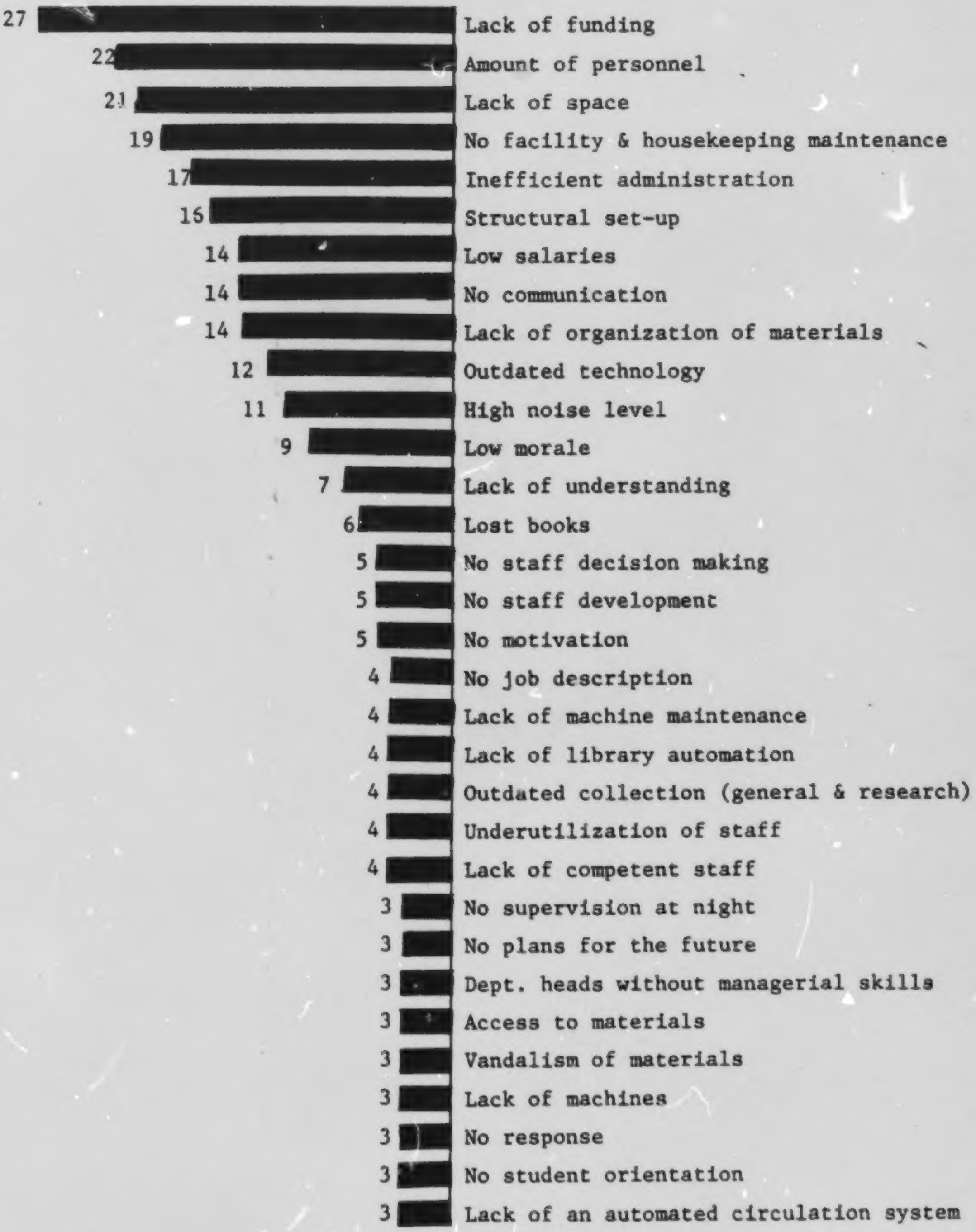
75 participants: 145 responses



iv) Q: What are the major problems facing the library right now?

MAJOR PROBLEMS IN LIBRARY

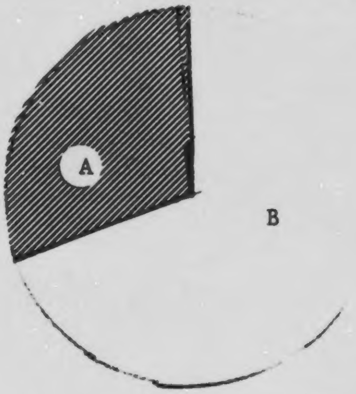
75 participants: 303 responses



v) Q: Do you feel that you have any significant input in the decision making in the library?

A: Yes (22: 29%)

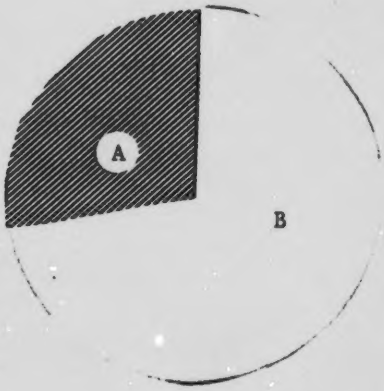
B: No (53: 71%)



vi) Q: Do you feel communication in the Library is adequate?

A: Yes (21: 28%)

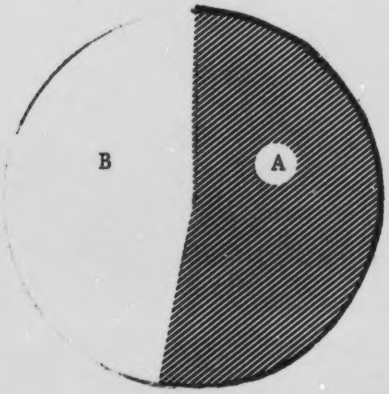
B: No (54: 72%)



vii) Q: Are you generally satisfied with the library administration?

A: Yes (39: 52%)

B: No (36: 48%)

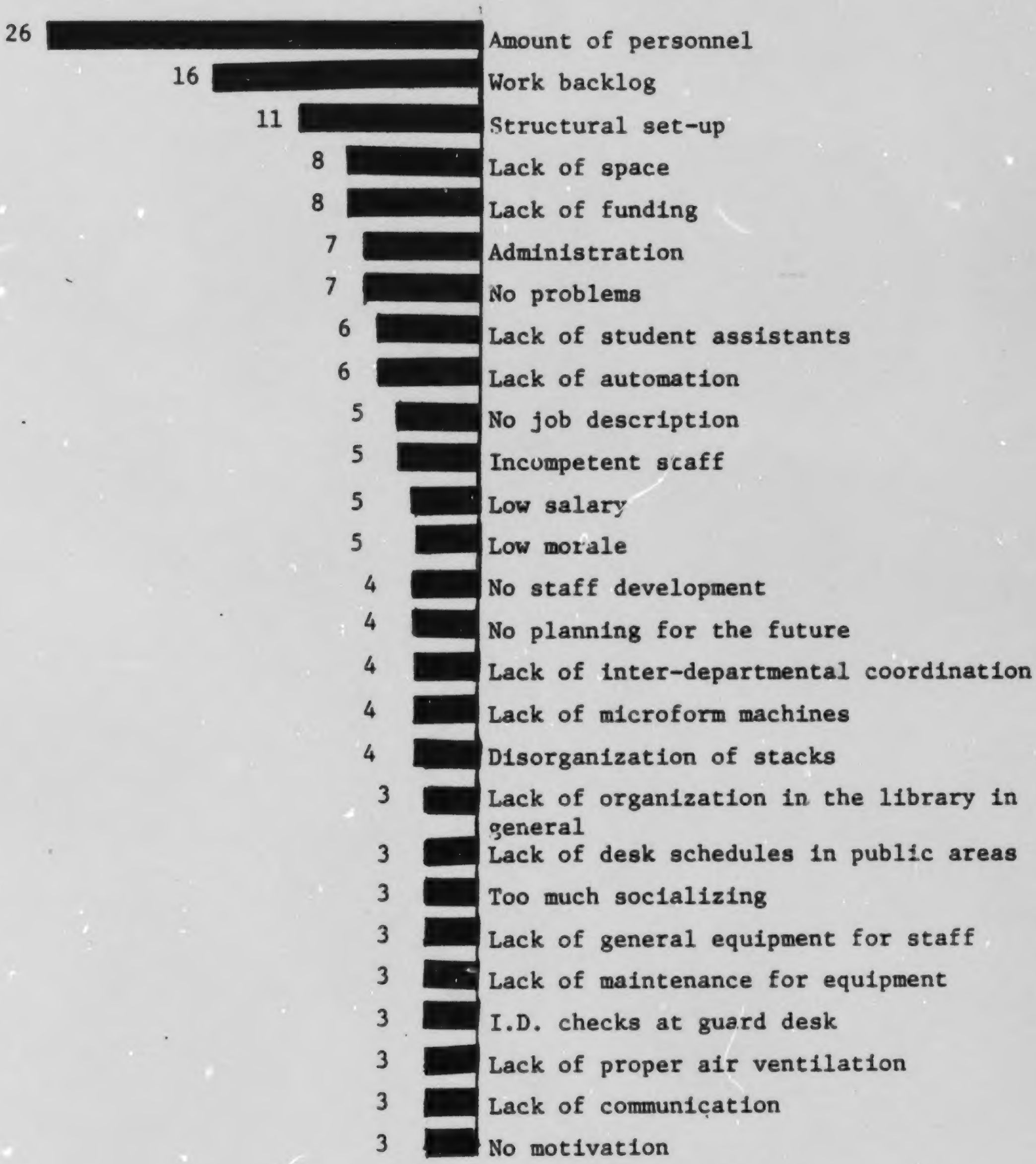


IV. ORGANIZATION/SECTION B. (Individual Departments)

i) Q: What are the major problems facing your department right now?

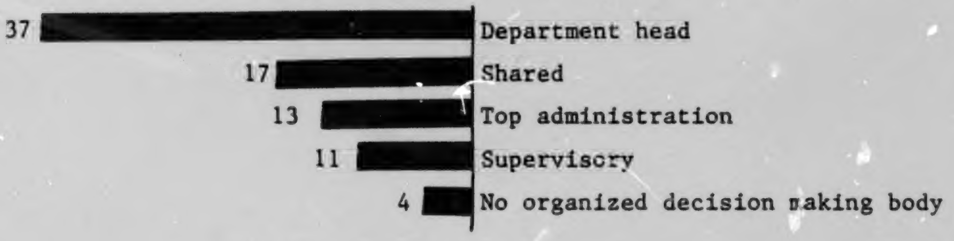
MAJOR PROBLEMS IN DEPARTMENTS:

75 participants: 259 responses



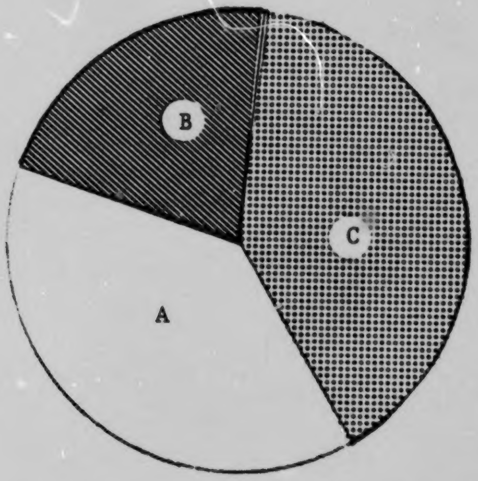
ii) Q: How are decisions made in your department and do you find this satisfactory?

Part 1: How are decisions made in your department?



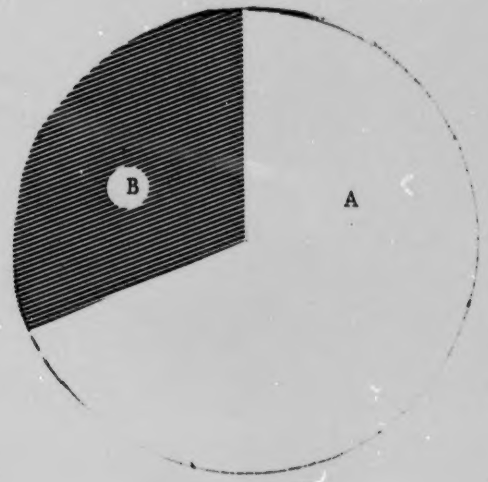
Part 2: Do you find this satisfactory?

A: Yes (29: 39%)
B: No (16: 21%)
C: No comment (30: 40%)



iii) Q: Is the staff efficiently allocated according to the work to be performed?

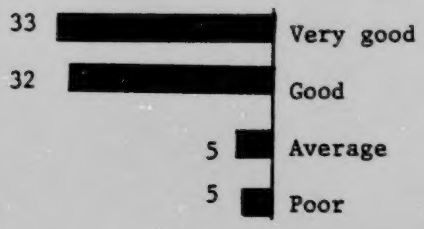
A: Yes (53: 69%)
B: No (23: 31%)



V. INTERPERSONAL RELATIONS

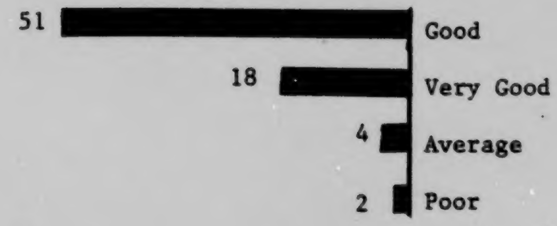
a) Q: How would you characterize your relationship with your supervisors?

SUPERVISORS: 75 participants



b) Q: Do you feel you have good relationships with your peers?

PEERS: 75 participants

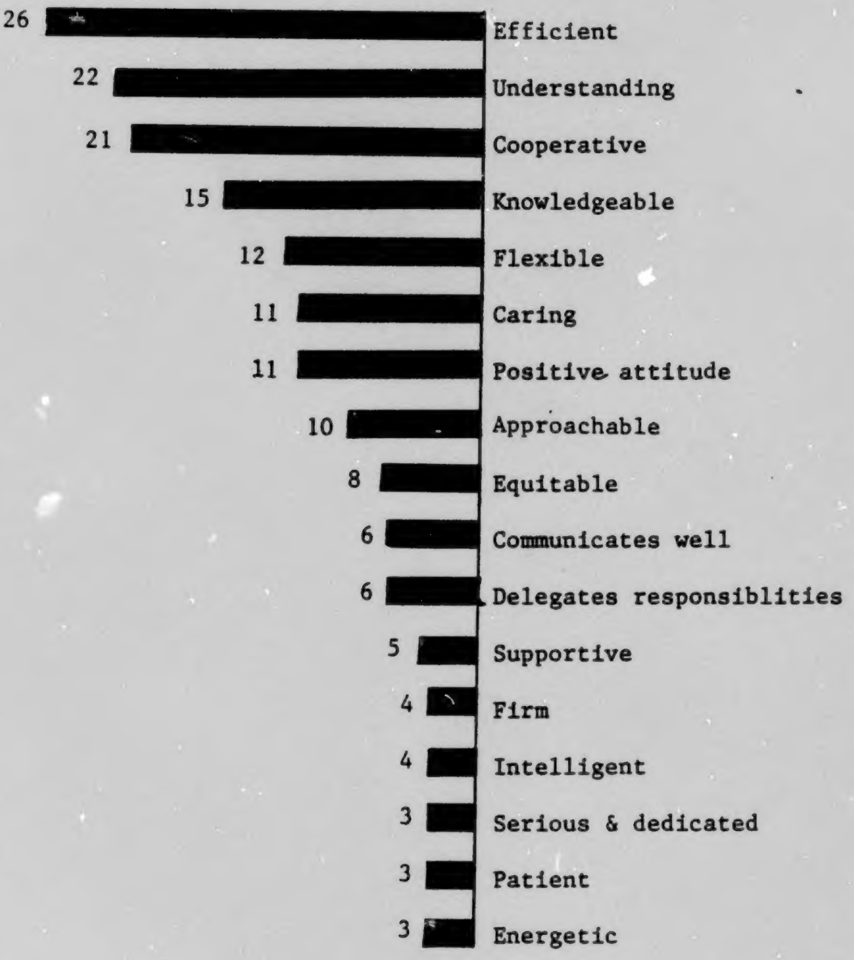


VI. INTERPERSONAL PERCEPTIONS: a) part 1

Q: What are the predominant positive and negative characteristics of your boss?

POSITIVE:

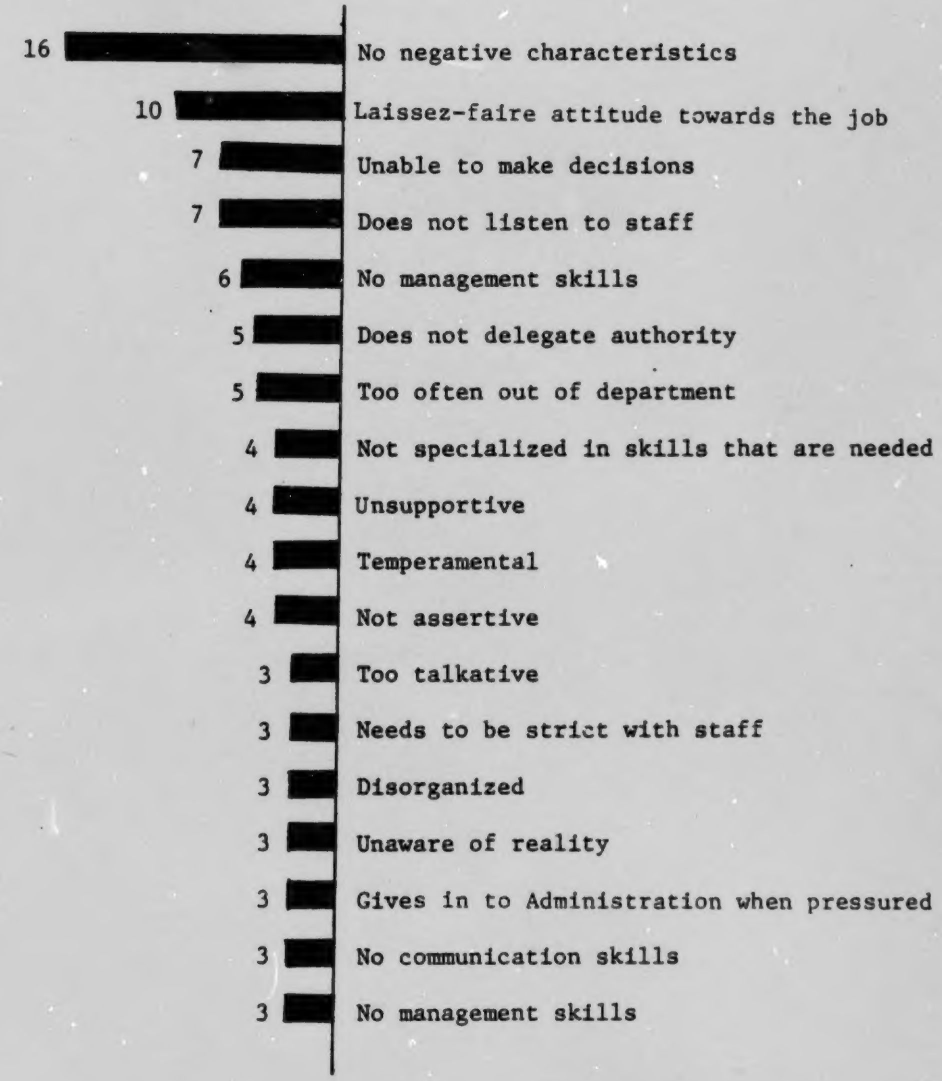
75 participants: 176 responses



VI. INTERPERSONAL PERCEPTIONS: a) part 2

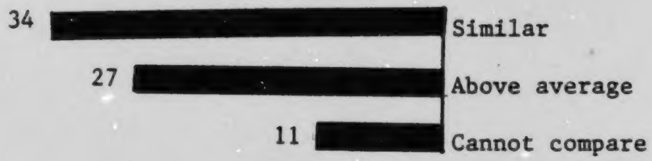
NEGATIVE:

75 participants: 176 responses



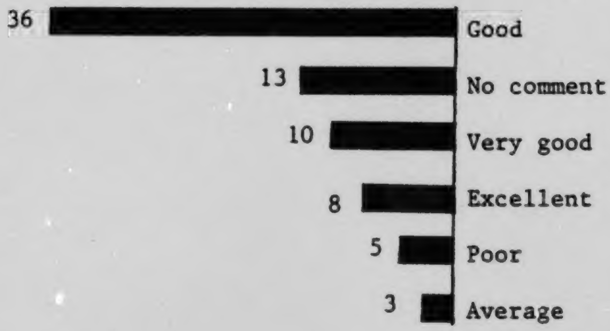
VI. INTERPERSONAL PERCEPTIONS

b) Q: How do you compare your job performance with that of others in your work situation?

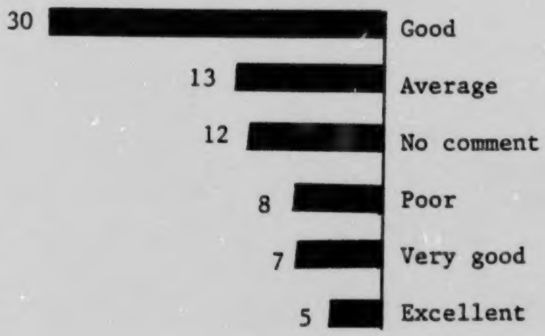


VII. Here and Now

a) Q: What feelings do you have about this interview?



b) Q: What are your feelings and expectations on the Library Self-Study project?



CONCLUSIONS

The data gathered through the questionnaires reveals that many of the Library employees appear to be satisfied with their jobs and the Library environment. However, although everyone was assured of confidentiality, many did not feel free to answer with complete candor during the actual interview. Therefore, many of the conclusions that follow were drawn from post-interview comments. Since these remarks appeared to reflect the real feelings of our personnel more accurately than the responses elicited by the survey questions, we decided to give them additional consideration. These responses make quite clear the existence of low morale and motivation and suggest several factors that may have strongly influenced their development.

The main divisions of the interview were the Job Itself, Departmental Organization, and Library Organization. The Job Itself portion presented no peaks in any specific problem area. The responses in this category were not elaborate when compared with other categories, indicating that most people like their jobs per se. However, three recurring responses signal the need for current and accurate job descriptions. First, there is much uncertainty about the areas of actual responsibility pertaining to a particular position. Second, the duties required of one person often seem to be unrelated to one another. Third, a strong desire exists for greater challenge and diversity. Job descriptions would provide specific information for each position, enabling supervisors to improve coordination and abolish duplication and thus avoid the assigning of duties to a staff member which might be unrelated to his main job objectives. This would help to eliminate confusion and increase the employee's sense of purpose.

Although most staff members like their jobs, their peers, and the general Library environment, they indicate that low salaries (perceived to be lower in the Library than in other areas of the University) and lack of opportunities for advancement are major causes of the high turnover rate. However, about one third of the 75 interviewees identified their goals as non-Library related, which could also be a contributing factor to that turnover rate.

The organization of staff members into specific technical and public service areas appears to be one of our most important concerns when dealing with problems in Individual Departments. Lack of personnel is seen to be a top priority problem, followed closely by confusing departmental structural arrangements and massive work backlogs. Whether due to insufficient numbers and training of personnel (including student assistants), or to lack of monetary incentives and appropriate automation, or both, the staff cannot adequately handle the radical changes that the departments are currently undergoing. These changes and their consequences affect staff performance and morale in every area.

In dealing with the Library at large, it is evident that insufficiency of funding and personnel are top priority problems. Most other issues stem from these two. Lack of efficiency and coordination of the Library administration as it tries to cope with these problems contribute to disorganization and low morale.

Another factor in Library disorganization is overcrowding, of both materials and personnel. A related problem mentioned by many interviewees concerns the disorder of books and periodicals in the stacks and on the reading room floors. This indicates a need for tighter control over the performance of the appropriate personnel.

Difficulties of communication and coordination among departments and between top management and staff were also recognized as causes of inefficiency and disorganization. The majority of those interviewed strongly recommended the establishment of clear chains of command and the creation of specific channels designed to facilitate staff input into decision-making.

The interview also identified the desire of the professional librarians to be granted time and opportunity to undertake more bibliographic research, to participate in teaching and orientation programs, and to be furnished with financial support to attend workshops and professional meetings. This would provide more challenging and enriching experiences in the profession and would encourage the achievement of standards required for promotion.

RECOMMENDATIONS

1. In order to provide continuity to the Human Resources Task Force efforts and findings, we recommend the establishment of a much needed permanent Committee on Conditions of Employment, to meet once a month to hear complaints and problems from Library personnel. This committee should consist of no more than five members (to be selected by the Director from a list of volunteers) and should include faculty and non-professionals from both technical processing and public service units. The Committee should have the authority to recommend actions to the Library administration.

2. Hiring policies and guidelines for training and promotion of new staff members should be clearly presented in writing. Proper consideration should be given to the qualifications of senior and experienced current staff whenever new or existing positions become available.

3. Membership of future Library committees and other specialized work groups should be recruited from the Library at large, making sure that the different departments are adequately represented.

4. Librarians should be provided with opportunities and encouragement when seeking release time and research and publishing support to enable them to fulfill promotion and tenure requirements.

5. Supervisors should encourage staff to participate in development programs such as Library orientations or workshops rather than presenting obstacles to this continuing education, as is now the case. This negative attitude makes staff members feel as if they are being frowned upon for participating in University and Library activities.

6. A standard form should be provided for all employees who choose to involve themselves in learning activities in order that they may report such participation to the Library personnel office, where the information will be filed and updated periodically. (See Appendix for proposed form).

7. Department heads should be urged to use the annual merit increase as a means of rewarding better workers. Some staff perceive the current situation as one which the rewards are the same regardless of the quality of their work.

8. There is a widely held impression among the staff that there are certain workers within the Library who are permitted to continue in their employment regardless of their attendance, attitude toward fellow employees, and low performance on the job. The morale of conscientious workers is adversely affected by the laissez-faire attitude of management towards these "sacred cows". We strongly urge that appropriate steps be taken to correct this situation by seeing that "problem" workers are made to adhere to the same standards as the majority.

9. Departmental meetings should be held at least once a month in order to improve intra-departmental communication. This will allow staff to keep up with policy and procedural changes affecting their work. Many employees feel that they have little time or opportunity to learn of the factors involved in the alteration of department patterns. Questions and suggestions from staff can be a positive motivational impetus in the development of the individual and the group as a whole.

10. A mid-year informal job evaluation of personal progress should be held in each department with each employee individually. This evaluation should be measured against the goals expressed in the previous annual evaluation.

11. Desk schedules should be prepared and posted in public service departments in order to have knowlegeable staff present at all times in key public posts and thus insure better service.

12. We recommend the regular updating of job descriptions, making clear the different categories among library assistants, staff coordinators, and other non-professional positions. Salary equity, clearly defined tasks, and efficient allocation of staff would thus be promoted.

13. The library administration should be encouraged to secure additional funding for salary increases, purchase of new equipment, and maintenance of existing machines. These efforts and their results should be communicated to the Library staff.

14. Library housekeeping should be carried out on a regular basis in order to provide a good environment for patrons and staff. A Library staff member should be specified to receive and act upon reports of problem areas. We urge each staff member to keep his/her work area neat.

15. Air conditioning and other environmental factors should be regulated properly to preserve the quality of the collection and provide better working conditions for the Library staff and patrons.

16. A well-structured staff development program, a basic library orientation for staff, and an exchange project for employees among departments should be established. These would promote interdepartmental coordination, better communication, a sense of job enrichment, and an improved "esprit de corps," as well as opportunities for job advancement and learning experiences. For further recommendations in this area see the section of this report dealing with staff development.

17. Department heads and supervisors should be required to take advantage of managerial skills workshops and other means of acquiring much needed managerial know-how.

18. An organizational chart of the Library's management structure, clearly delineating the chain of command, should be drawn up and communicated to all Library personnel. This chart should be accompanied by a clear explanation of the duties and responsibilities of each position therein.

STAFF DEVELOPMENT

During the interviews the Task Force on Human Resources held with Library personnel, the subject of staff development surfaced repeatedly. The lack of a formal mechanism for the ongoing development of Library employees was a commonly voiced complaint. We feel that a comprehensive staff development program can attack and alleviate barriers to staff cooperation and employee motivation. The employees of any institution are its greatest asset, and without their dedication and loyalty, that institution will not function effectively.

This Task Force wishes to propose a program which will aid Library faculty and staff in the development of skills essential to the well-being of the Library and its employees. Individual career growth and stimulation must be taken into consideration in order to promote staff satisfaction and motivation. Our main resource tool was the Association of Research Libraries' SPEC kit on staff development, which enabled us to investigate existing programs at other institutions. We decided that an efficient program must focus on four areas: library orientation for faculty and staff, specific skills development workshops and seminars, staff exchange, and promotional opportunities within the Library and the University.

We suggest that a Staff Development Committee be named to preside over such a program. Interested staff members should present their names, interests, and credentials to the Library administration. From this list a committee will be appointed which would include faculty, non-professional, public, and technical services personnel. Members will serve overlapping terms of no more than two consecutive years.

At present the Library Orientation and Instruction Librarian is heading a recently formed Library Orientation Committee, consisting of seven members, whose primary focus at this time is to facilitate easy access to the Library's materials through the use of printed handouts, floor plans, signs, etc. The foundation has been laid for a general Library orientation for incoming student assistants in the fall. This can serve as a blueprint for future orientation programs encompassing all staff at all levels. A formal introduction to the Library and its departments will prevent confusion and lead to improved job performance. We urge the above committee to develop a total orientation program.

Rapid changes in the library field call for skills training to encourage the growth of professional expertise and up-to-date knowledge for all staff members. It is our duty as an academic research library to respond to the influx of new procedures and technology in order to better serve the University community. We must concentrate on disseminating knowledge of pertinent information and developments to all our staff. This can be accomplished through workshops, conferences, presentations, and the like. Because of present budget constraints, many such activities may have to be presented internally by our own faculty and staff members. Another method of collecting information is through attendance at meetings of regional libraries and agencies. Release time for such meetings must be granted and made consistent throughout the Library to ensure equity. The Staff Development Committee should be given the authority to organize and support these training programs.

We wish to emphasize the need for management skills training for supervisors at all levels. Many employees, competent in their non-administrative duties, are thrust into the management role without prior experience or training. It is vital that our leaders be capable of directing the staff in the most organized and efficient manner possible.

During the course of our research, we were confronted with numerous theories on ways to increase employee morale and motivation. At present, it seems that the majority of research strays from the traditional throries of financial reinforcement, and instead focuses on the stimulation of the job itself. One method of job enrichment being employed by many research institutions is staff exchange or rotation. Such a method should be established in the Library, as it benefits the individual and allows the library to function more effectively as an integrated whole. Library employees readily admit to being quite unaware of the procedures of other departments but would very much like to know about them.

An exchange program could be initiated easily enough. Faculty and staff members with at least one year employment in the Library should first seek out somebody interested in exchanging positions; then, each would submit applications simultaneously to the department of their choice and their own department head. (An example of such an application appears in the Appendix). After consultation among the four, and approval of both supervisors, the employee would begin duties in his/her adopted department. The period of rotation would be decided upon by both department heads; half or full-time and not to exceed one year. Upon completion of the term, both supervisors and employees would evaluate the program and present their findings to the Staff Development Committee.

The faculty and staff consulted by our Task Force displayed an interest in the Study Team's work and expressed their hopes that its proposals would be effective in meeting the challenges facing the Richter Library. It is our particular hope that the recommendations concerning hiring, training, and promotion procedures be put into effect at the earliest possible opportunity. The consideration given the work force is of the utmost importance, as its continued development and support is a major factor in enabling the Library to serve the University community successfuly.

TECHNOLOGY AND FACILITIES TASK FORCE REPORT

I. COMPLETING OUR BIBLIOGRAPHIC DATA BASE

A. Retrospective Conversion Project (RETROCON)
B. Cooperative Serials Project
C. Periodical Computer List

II. EXPEDITING MATERIALS THROUGH TECHNICAL PROCESSING

A. Using National Union Catalog (NUC) Records
B. Prioritizing the Cataloging Backlog
C. Saving Catalogers Time
D. Cataloging Library of Congress Titles
E. Reclassification of Earlier Editions
F. Cross References
G. List of Permitted Changes
H. Checking of Subject Headings
I. Revision of Cataloging by Department Head
J. Folding of Printouts
K. Standing Order and Approval Plan Title Order Slips
L. Shelflist Cards
M. Added Copies
N. Theses and Microforms
O. Call Number on Spine
P. Withdrawals
Q. Establishment of a Catalog Maintenance Unit
R. Periodicals Technical Processing Staff
S. Binding of Periodicals
T. Microfilm
U. Organizational Arrangement of the Catalog Department

III. MAINTAINING THE CURRENT CARD CATALOG

A. Main Catalog
B. Science Catalog

IV. AUTOMATING SYSTEMS WITHIN THE LIBRARY

A. Circulation
B. Serials Check-in
C. Acquisitions
D. Lambda
E. Recommendation
F. Evaluation of Available Online Systems

V. UNSOLVED PROBLEMS

INTRODUCTION

The Task Force on Library Technology and Facilities concentrated its efforts on five key areas of concern: completing the Library's bibliographic data base, expediting the current movement of materials through technical processing, maintaining the current card catalog, automating systems within the library, and planning for optimum use of present facilities and for a future addition to the building. The second and fifth areas were targeted for investigation by the Library Director in his original charge to the Study Team. The other three areas emerged as concerns during the study team's first stages.

This Task force's objectives were to gather data, to analyze it, and to develop specific recommendations for improving present conditions and for preparing for future needs. Our methodology consisted of interviews with faculty and staff of the departments involved, telephone interviews, and visits to selected libraries, reviews of the literature, and tests of proposed procedures as they developed. The five key areas mentioned above were divided so that a member of the task force became responsible for an in-depth investigation into each area. The report was also conceived in this manner. In some cases the areas studied were so interdependent that two or three people worked very closely in order not to duplicate efforts.

I. COMPLETING OUR BIBLIOGRAPHIC DATA BASE

Readings in library literature indicate that the future of library information retrieval lies in online catalogs. The present state of library technology makes online catalogs available today. Interviews with this library's top management indicate that we will be online in two or three years, i.e., we will have an in-house computer with a software package that will enable us to access cataloging information, as well as perform acquisitions and circulation functions.

A first step in making an online catalog a reality for the public is converting to machine readable form all our retrospective catalog records as well as our uncataloged periodical holdings. A start toward both these goals has been begun with our Retrospective Conversion Project and our Cooperative Serials Project.

A. Retrospective Conversion Project (RETROCON)

The RETROCON project is an attempt to add the Library's older cataloging records to a nationwide online data base known as OCLC. The number of records to be validated was estimated to be 282,000 new records plus 94,000 input by the Florida Computer Output Microform Catalog Projects (COMCAT).

RETROCON was begun in March, 1980, and was targeted to be completed in 1983/84. However, as of February, 1982, only 33,391 records, or 7%, had been completed. Consequently, ways to speed up the project were investigated, and, as a result, the library has contracted with Carrollton Press to expedite matters. Under the new arrangement, the library will sent from our shelflist Library of Congress (L.C.) card numbers or author/title/place of publication/date information to Carrollton Press via personal computer. Carrollton will compare our information with Machine Readable Catalog (MARC) tapes and then provide us with an archival tape of the matches. Notes pertaining to an individual item may be added to the record although the procedure is time-consuming.

B. Cooperative Serials Project

Using an $800,000 grant under Title II-C, eight southeastern libraries, including ours, are putting all of their current serial titles into one computerized data base. Because our monographic serials and continuations are already cataloged online, we are inputting only our uncataloged current periodical titles, although several of the other libraries involved do not differentiate among the above categories. Eventally information about these holdings will be available to some 3,500 libraries across the country through OCLC. This information should lead to more rapid interlibrary loans, a cooperative current serials acquisitions program, and a deselection plan. We had hoped to test a serials holding format within the next year. Unfortunately, the grant has not been renewed and therefore the Library management must now consider whether or not to fund the project internally.

Current periodicals are being cataloged by the Cooperative Serials project, i.e., if our archival tape was put online with the proper software package, patrons could retrieve most periodicals by title and/or subject. Not all periodicals could be retrieved, however, because our entry differs from the standard entry for some titles. 75% of the Richter periodicals input have L.C. authenticated records available in the data base, but not all of these records include L.C. call numbers. Those with L.C. numbers could be most easily classified. (6% of Richter L.C. authenticated periodical titles and 10% of Marine Library authenticated periodicals titles lack L.C. call numbers). If we should decide to classify periodicals, it would be a major undertaking to produce and apply labels to the bound periodicals already in the collection. A large storage area would be required to hold new material until classification numbers could be found or assigned.

C. Periodical Computer List

Using the services of the University's computer center, our Periodicals Department has produced a printout of all current periodicals in the Richter and Marine libraries. Law is still being edited. This project was completed six months ahead of schedule. Titles are listed alphabetically with cross references from title variations. Also included are location and holdings information (e.g. 1980 to date). General L.C. class letters have been included. An addition to the program has been written that should generate printouts arranged by location or by L.C. classification.

The addition of the current Medical titles has been scheduled as the next phase. The inclusion of Medical, Law, and Marine titles requires a great deal of searching to make entries compatible. Neither Medical nor Law use L.C. as their authority.

The addition of Richter's backfile titles will require the writing of a new program or an expansion of the old program. The present program does contain the option of indicating YES or NO in the "CURRENT" field for each title, but the information is not yet printable. The project coordinator feels that it would be preferable to have a separate program for the backfile to speed up editing. The two programs could then be merged or separated as needed.

The addition of the backfile information is very important to the rearrangement of space in the building. Currently on the third floor, the backfile is convenient to both the public service and technical processing functions of periodicals. If technical processing and the backfile are moved to two and public service to one, public service will need a computer printout with complete backfile information to adequately serve patrons, especially during hours when technical processing is closed. Of course, complete online holdings in the future would eliminate this problem. It is estimated it would take a staff of three from twelve to fourteen months to input the backfile. We recommend that management make some decision soon as how the backfile information is to be input. This decision should be one that will insure that current information and non-current information can be accessed separately.

To clarify any confusion that may exist regarding the differences betweeen the Cooperative Serials Project and the library's computer-produced periodicals list, the following chart is provided.

	COOPERATIVE SERIALS PROJECT	IN-HOUSE COMPUTER LIST
SOURCE OF ENTRIES	OCLC (DLC or NUC)	Union List of Serials thru 1949. New Serial Titles 1950-81. OCLC & AACRII in combination 1982 to date.
HOLDINGS INFORMATION	Indicates only that title is held. No further holdings information.	Holdings (e.g. 1946+). Also shows scattered holdings.
HISTORY OF PERIODICAL	No	Yes
LOCATION IN RICHTER	No	Yes
CLASSIFICATION NUMBER	Yes, if already in data base.	General L.C. class letters
ISSN NUMBER	Yes	Yes
SUBJECT HEADINGS	Yes	No
FUNDING SOURCE	Title II Grant	Library Budget

II. EXPEDITING MATERIALS THROUGH TECHNICAL PROCESSING

The recommendations contained in this part of the report are based on the following assumptions:

> It is necessary to increase productivity; i.e., the number of titles cataloged per month.
>
> It is possible to increase productivity without an increase in staff. Only when the productivity of the present staff is maximized can the best suggestions be made regarding the need for increased personnel.
>
> When considering alternatives, the cataloger's desire for "perfection" in the record should be secondary to the needs of the user.
>
> It is more important to catalog new material and make it available to the public than to spend time recataloging old material.

A. Using National Union Catalog (NUC) Records

1. Status Quo: NUC record; i.e., records not cataloged by L.C., are not accepted as is. Name and corporate entries are checkec against the Name Authority File (NAF) of the NUC. Subject headings are checked against the subject heading books. Call numbers are checked against the class schedules or subject catalogs. New series are checked against L.C. monographic series catalogs. All punctuation is altered to agree with the Anglo-American Cataloging Rules, 2nd edition (AACR2).

2. Recommendation: As a start we should accept, without quibbling, records input since 1973 by the 113 Association of Research Library (ARL) members unless they contain glaring errors, e.g., a chemistry book with a social science call number or an obviously incorrect subject heading. If a six month test turns up few conflicts, the list of acceptable records should be expanded. Another approach might be a blacklist of OCLC libraries known to do substandard work.

3. Reasoning: The Task Force analyzed records input by ARL libraries and consequently edited by our catalogers. The majority of the editing was cosmetic, involving the altering of punctuation to conform with AACR2 rules, or the adding of notes. It is debatable whether any of the changes would have made an appreciable difference to the retrieval of the book by a patron. Some concession with regard to non-L.C. records must be made by this library if the cataloging backlog is ever to be reduced. A survey of five catalogers' statistics for June 1980-May 1981 indicates an average monthly output of 45 titles each. (The range was from 30 to 70 titles each). The backlog for these five catalogers comes to approximately 8,500 titles (ranging from 660 to 3,480 titles each). At the current average rate it would take one person about 15 years to catalog the backlog, or three years if five people worked on nothing else. These figures do not include 2,800 older miscellaneous titles, serials, Russian, Florida, University, or Special materials.

4. Note: Of all technical processing recommendations, this is the most controversial, yet the most important. By refusing to accept records input by libraries other than L.C., we are negating the main purpose of a shared cataloging database. Economically, we cannot afford to do this. The cost is too high. We will drown in our own backlog unless we can disabuse ourselves of the notion that the only good catalogers work in Washington or Miami.

B. Prioritizing the Cataloging Backlog

1. Status Quo: Each cataloger has organized his or her own backlog. Catalogers decide which books they will catalog each day with no established guidelines.

2. Recommendation: All Reference books, including those destined for the Florida and University collections, should be held no longer than one month before being cataloged. All other books may be held for one year from publication date to be searched quarterly in OCLC; i.e., in 1982, all 1981 and 1982 copyrights may be held for further searching. Books without a DLC (Library of Congress cataloging record) printout should be reshelved by the date on the order slip, perhaps arranged by month or by a group of months and then by title within each time period. If no DLC appears within one year, books should be cataloged in the following order:

a. Books with any kind of DLC information.
b. NUC level I (complete cataloging) non-fiction with no series notes and no corporate entries.
c. Other NUC level I cataloging.
d. NUC's with lower level cataloging.
e. Books with no online cataloging.

C. Saving Catalogers' Time

1. Status Quo: Some catalogers take time to do Library of Congress (DLC) copy if found by them on the terminal. Some catalogers input their own original records into the database.

2. Recommendation: All DLC copy should be routed to library assistants (LA's). All inputting of OCLC records should be done by terminal operators.

3. Reasoning: Catalogers should devote their efforts to cataloging the backlog, leaving as many routine clerical tasks as possible to others.

4. Update: Cataloging has accepted this recommendation and has assigned one LA to handle all card production and record input.

D. Cataloging Library of Congress Titles

1. Status Quo: LA's attempt to deal with cataloging problems presenting various degrees of difficulty.

2. Recommendation: LA's who catalog DLC titles should handle only those books presenting no problems. Items such as added copies, PZ3's, PZ4's, and difficult Cataloging in Publication (CIP) or suspicious NUC records which need further searching on the computer should be returned to Acquisitions for rerouting.

3. Reasoning: LA's will increase productivity by dealing only with simple DLC cataloging. Snags will be diverted from the workflow and dealt with separately.

4. Update: A minimum standard of 24 books per day per LA was established and tested. In two weeks a two month backlog was narrowed down to a one week backlog. Cataloging has agreed to this recommendation.

5. Note: Management should permit the Catalog Department to hire two LA1's to handle simple DLC cataloging. The majority of material received is in this catagory. This should be the first priority of the Department as it is the newest material and therefore the most likely to be needed by the greatest number of patrons. It could be moved very rapidly with sufficient personnel. The more experienced LA2's should work only on problem DLC and NUC cataloging.

E. Reclassification of Earlier Editions

1. Status Quo: When, in the cataloging of a new edition, it is found that the Library has earlier editions with a different call number or with different subject headings, the earlier editions are pulled from the shelves, the call numbers on the spines are changed, and new card sets are produced for the public catalog.

2. Recommendation: Old editions should not be recataloged under new call numbers. Subject headings, however, should be updated.

3. Reasoning: It takes an average of 30 minutes per title (if the book is found on the shelf) to accomplish this reclassification. Public Service does not regard this as necessary. The 30 minutes would be better spent cataloging two new titles.

F. Cross References

1. Status Quo: Catalogers indicate on printouts the cross references to be made.

2. Recommendation: All cross references should be handled by the new Catalog Maintenance Unit.

3. Reasoning: Time will be saved by the catalogers.

4. Update: Cataloging has agreed to this recommendation.

G. List of Permitted Changes

1. Status Quo: Editing changes are done by LA's on a case-by-case basis, often necessitating time-consuming questions or discussion.

2. Recommendation: LA's should be provided with a list of the editing changes they are permitted to make. The list should be updated periodically.

3. Reasoning: If LA's have such a list at their desks, they can better decide on changes they may make. This will reduce confusion and cause fewer books to be returned to Acquisitions for re-searching.

4. Update: Cataloging has instituted this recommendation.

H. Checking of Subject Headings

1. Status Quo: LA's check printouts against subject headings in the main catalog for all books published before 1976.

2. Recommendation: LA's should be supplied with a continuously updated list of significant subject heading changes against which they may check all printouts entered prior to the date of the latest change list.

3. Reasoning: All printouts will be checked for subject heading errors by using a convenient list instead of spending time checking the card catalog.

4. Update: Cataloging has instituted this recommendation.

I. Revision of Cataloging by Department Head

1. Status Quo: The Department Head checks for cataloging errors by comparing the printout and the shelflist after OCLC cards have been received. When errors are found, card sets are returned to catalogers for correction.

2. Recommendation: The Department Head should check for cataloging errors and see if the correct number of cards are ordered by reviewing the printout before the cards are produced. The Catalog Maintenance Unit should check to see if the correct extra cards and sets have been received.

3. Reasoning: Errors would be caught before rather than after the fact. The time spent correcting cards would be eliminated.

4. Update: Cataloging has instituted this recommendation.

J. Folding the Printouts

1. Status Quo: Between the time the printout is returned to the cataloger after cards are produced and the time it is finally thrown away after the shelflist typing has been revised, the printout may be folded, filed, and unfolded as many as four times.

2. Recommendation: Printouts should be stored flat in a dated file folder.

3. Reasoning: Time will be saved and aggravation reduced.

4. Update: Cataloging has instituted this recommendation.

K. Standing Order and Approval Plan Title Order Slips

1. Status Quo: Acquisitions takes each title to the computer, makes a printout, checks the main entry on the order slip against the printout, and files the order slip, if supplied by the vendor, in the main catalog. Acquisitions types an order slip if the vendor does not supply one.

2. Recommendation: Acquisitions should no longer file or type order slips for DLC's. Order slips should go in the books to LA's in Cataloging. LA's should write the call numbers, date, and initials on the order slip at their desks and later file the slips in the main catalog. Acquisitions will write "purchase" on the printout if there are no order slips.

3. Reasoning: Time will be saved. With the DLC backlog eliminated it seems a waste of time for an Acquisitions LA to file an order slip only to be followed one day later by a Cataloging LA who goes to the same slip to add new information. The two tasks can be combined into one.

4. Update: Cataloging has instituted this recommendation.

L. Shelflist Cards

1. Status Quo: The produced shelflist card is returned to the cataloger who writes out typing instructions regarding copy information for the typist. The typing is later revised by the cataloger. The serials cataloger writes out information regarding added volumes on a slip of paper for a clerk-typist to type on the shelflist.

2. Recommendation: The produced shelflist cards should not be returned to catalogers. Instead, no copy information should be added to shelflist cards if the Library has only one copy. Stamps should be used for added copies or locations. The serials cataloger should write information neatly in pen directly on the shelflist cards.

3. Reasoning: Saving in time.

4. Update: Cataloging insists on indicating copy one on shelflist cards, but has ordered stamps to replace the typing of information. The Task Force accepts the use of stamps. The serials cataloger is adding information in pen on the shelflist cards.

M. Added Copies

1. Status Quo: Books that turn out to be added editions instead of added copies are handled by LA's at random. Replacement copies are cataloged before added copies for new locations.

2. Recommendation: All added editions should be returned to Acquisitions for rerouting. Replacements should continue to be done before added copies for new locations.

3. Reasoning: Added copies should be simple to handle and move quickly and smoothly. Snags should be diverted from the normal workflow.

4. Update: Cataloging has agreed to this recommendation. The added copy backlog has been prioritized into three groups: replacements, added copies for Marine, and added copies for other new locations.

N. Theses and Microforms

1. Status Quo: All UM theses are done by one cataloger and all microforms by another.

2. Recommendation: Both should be distributed to subject catalogers for the assignment of subject headings only and should be returned within one week to the appropriate catalogers.

3. Reasoning: The major difficulty in cataloging theses and microforms is in the assigning of subject headings; therefore, this problem can best be handled by the subject catalogers.

O. Call Number on Spine

1. Status Quo: Call numbers are handlettered on books.

2. Recommendation: Computer produced labels should be used. This can be accomplished at the time OCLC cards are produced utilizing our Western Union printer, all that is necessary is different paper. The labels should be covered with a coat of Gaylord's Magic Mend or Elmer's Glue. Neither is flammable nor hazardous to the staff. If the labels come off, they should be replaced with labels typed on a SiLin typewriter. Heavily used books, e.g., reference titles, should also have typed labels.

3. Reasoning: Even though there are some disadvantages to paper labels, e.g., they can come off, they can smear (even with glue), and they are not as clear, there would be considerable savings in staff time.

4. Update: This is currently being studied.

P. Withdrawals

Because of the move of circulation to the first floor and the advent of bibliographers, the former method of doing withdrawals has broken down. There seems to be no consistency in the way withdrawals are being handled. The following chart outlines present and proposed procedures for withdrawals.

PRESENT	PROPOSED
Circulation takes charge card to shelflist to verify correct entry.	No longer to be done. Later, Circulation can check those disputed by patrons. Original reason for checking was in an attempt to assign a replacement price. Now billings are at a flat rate, not determined individually.
Circulation types withdrawal form from charge card.	No longer to be done. Information on charge card is incomplete. It does not follow form of the cataloging entry, therefore, much of the typing must must be corrected later. Instead, circulation will Xerox top half of charge cards with call number, author, and title.
Withdrawal forms go to bibliographers who circle "Replace" if a new copy is wanted.	Xeroxed charge cards will go to Cataloging. One copy of present withdrawal form will be completed. Acquisitions will receive charge cards for all titles needing replacement.
	Withdrawals of books without charge card, e.g., reference titles, can be accomplished by sending the bibliographers eigher the pink withdrawal form, or the shelflist, if the department no longer needs it.

Update: Circulation, the bibliographers, Cataloging, and Acquisitions have all agreed to implement the recommended proposal.

Q. Establishment of a Catalog Maintenance Unit (CMU)

In a report to the Director dated September 1981 the Head of the Catalog Department listed the establishment of a Catalog Maintenance unit as a major goal. When authority work originates from different people, inconsistencies in the authority files and conflicts in the public catalog are generated. Such a unit is necessary to resolve the entry problems created by the adoption of AACR2 and to maintain L.C. subject heading authority control. It will free catalogers to devote more time to their cataloging duties and to their professional development. The following is our recommendation outlining the creation of such a unit utilizing the present staff.

1. Duties of the Unit

   a. To sort OCLC cards: Match printouts and shelflists. Compare call numbers in the process. Pull extra card sets if erroneously produced. Verify that the correct number of extra cards and sets were requested and produced. Stamp the number of copies and the location on the shelflist.

   b. To maintain name authority control:

      (1) DLC: For Desc. "a" make Name Authority File (NAF) record for all entries marked zero on printout. Check authority file and/or In-Process File (IPF). Make temporary authority card. Check main catalog to see if old form of entry shown in NAF exists in main. If not, type authority card and appropriate number of cross references from NAF printout. Notify serials cataloger, Music, or Special Collections when their catalogs are affected. For pre-AACR2 records make necessary cross references from printout as shown in 870 field. Make cross references for all variant forms of names marked zero, e.g., where main entry and title page entry differ.

      (2) NUC: Make cross references as indicated on NAF attachments provided by catalogers. When NAF is not available, catalogers may indicate "NAF=0" next to the entry or may write the cross references they feel are necessary on the back of the printout. Check authority file and/or IPF. Determine that NAF creates no conflict in main catalog. Type authority card and cross references. Make cross references for all variant forms of names marked zero without NAF record.

   c. To maintain subject heading control: LA's will continue to verify subject headings using the L.C. subject heading books. However, they will no longer need to make a card notifying the reviser that they will be using a new subject heading.

This information will be given to the subject heading reviser by each filer who will not file a subject card into main if it appears to be the first time it has been used in our catalog. Then the reviser will annotate the L.C. subject books accordingly and will indicate on a scratch card which cross references should be added to the cross references existing in main or which will require typing a new card. Subject cards are then marked to indicate the subject has been checked and are returned to filers on a daily basis. In order for this system to work efficiently, outdated supplements should be consolidated into the ninth edition of the L.C. subject heading book.

d. To make changes in the main catalog: Change personal or corporate entries and subject headings. Decide whether to interfile, split, or change pre-AACR2 entries. Retrieve cards, make changes, and refile.

2. Summary of Changes from the Present Method

   a. All necessary cross references will be identified by the unit.

   b. The typing of cross references will be done directly from the NAF records or printout when possible, not from slips handwritten by catalogers.

   c. The revision of the typist's work will be centralized, instead of being revised by the various catalogers.

   d. AACR2 decisions will be made by one person.

   e. Only subjects being used for the first time will be looked up in the L.C. subject heading books.

   f. Typing on the shelflist will be discontinued; instead, the number of copies and locations will be stamped thereon.

3. Personnel Needed

   a. Librarian-coordinator (half-time):

      (1) To train LA's in all duties of the unit.

      (2) To supervise and guide the work in process.

      (3) To act as problem solver when LA's need assistance.

      (4) To initiate projects that seem necessary to facilitate the work flow of the unit, e.g., expansion of catalog trays, L.C. subject heading consolidations, etc.

b. Subject heading reviser (full-time LA):

(1) To maintain authority control using L.C. subject heading books.

(2) To indicate cross references needed.

(3) To indicate subject heading changes and cancellations in main catalog as needed.

(4) To update the list of significant subject heading changes for the catalogers.

(5) To complete the L.C. subject heading book consolidation project.

(6) To clear the subject heading revision backlog.

c. Name authority reviser (full-time LA):

(1) To check authority file and IPF.

(2) To check NAF.

(3) To check main catalog if cards need to be changed.

(4) To indicate to typist the authority cards and cross references needed.

(5) To distribute cards to be filed in main and the supplementary catalogs.

(6) To file authority cards, doublechecking to make sure that no conflicts are created by the new cross references.

NOTE: Both revisers will straighten out any conflicts that catalogers find as a result of revising the filing in main. The revisers will check all work done by typists and student assistants. They will also be part of teams that file cards into the main catalog.

d. Clerk-typists (2 full-time):

(1) To match printouts with the appropriate shelflist.

(2) To check call numbers while matching printouts.

(3) To stamp holdings and locations on the shelflist.

(4) To file shelflist cards.

(5) To type subject heading cross references, i.e., pulling "adds" from main and typing new cross references.

(6) To type and pen changes on cards with the aid of student assistants.

(7) To type authority cards and name cross references from the NAF or bibliographic record when possible.

4. Update

Cataloging established a Catalog Maintenance Unit during the summer of 1982 and is currently testing it using the following staff: one full-time librarian, two part-time LA's, two part-time clerk-typists, and any available student assistants. However, it is anticipated that present staff may not be adequate for the job and additional staff will be needed. Also, the test does not include maintaining continuations and new analyzed series or the card catalog expansion project, duties which should eventually come under the responsibility of the unit.

R. Periodicals Technical Processing Staffing

1. Status Quo: Four staff members are currently involved in the periodicals processing unit on the third floor.

2. Recommendation: These four staff members should be reassigned to other areas of the Library. The coordinator of the unit and one LA2 should become part of the Catalog Department under the direct supervision of the serials cataloger. This change would limit the activities of these two people to cataloging functions only. One LA1 should be assigned to the Binding and Mending unit to assist the gathering titles for binding, collating them, replacing missing issues and sending volumes to the bindery. The secretary coordinator should become part of the new Reference unit. The exact duties of these four people will be more clearly defined if the recommendation is approved.

3. Reasoning: It is more efficient to combine similar library functions; i.e., to consolidate all technical processing functions in the same area under the same management.

4. Note: This recommendation should be implemented only after careful study of the technical processing procedures now used for periodicals. A detailed examination must be made to insure that the proposed staffing will be sufficient to process periodicals. The present coordinator of this unit believes that a minimum staff of four is necessary if it is to function properly.

S. Binding of Periodicals

1. Status Quo: Cards are pulled from the bindery Kardex file. The cards give color number, frequency, whether bound in parts, whether an index should be included, and which lettering is to go on the spine. Volumes are untied and checked to see that all issues are included and are correct. This requires finding the volume and issue number on each item. Three-part binding slips are typed and the bindery card is refiled. The box of indexes is checked to see if there is a lately published index which should be included, although the majority of indexes are matched with the volumes at an earlier point. Volumes are retied and placed in boxes labeled with the Library's name.

2. Recommendation: The Assistant Director for Technical Services should examine alternative methods of preparing periodicals for binding. Descriptions of three of these methods are provided below.

a. Our present binder, Dobbs Brothers, is offering a new mechanized system. They can provide the Library with two copies of a computer list of periodical titles currently bound by Dobbs. To these lists we would add the total number of volumes sent in each shipment (not the specific volume numbers). One list is returned with the shipment to Dobbs. The other list is retained as the Library's record. Turn-around time is four weeks, and the cost is $6.95 per volume.

   Presently, the third floor relies on a copy of the binding slip, returned to them after a volume is bound, as the means by which volumes are added up to the backfile. Dobbs' new system would provide no such slip. A possible solution would be to write volume numbers on the Library's copy of the Dobbs printout and to send this to Periodicals after bound volumes are received.

b. The Calder Medical Library uses the General Bookbinding Company in Chester, Ohio. This company supplies preprinted four-part binding slips based on the previous year's binding. The last copy is a charge slip on card stock. Turn-around time is three weeks and the cost is $9.00 per volume. General Bookbinding would eliminate the need for Library staff to type binding slips, yet would provide the periodicals backfile with necessary information.

c. The Brodart 810 Binding System is a way of temporarily binding incomplete periodical volumes. A machine costing approximately $1300 binds the volume by drilling holes in the inner margin and inserting flexible plastic tacks. It is a simple in-house process which can be done by a student assistant. The volume can be unbound easily and without harm, so that when a missing issue is acquired the volume can be commercially bound. The Brodart Company will provide a free demonstration of the machine.

   The advantages of using this process are direct access for the patron to incomplete volumes and a reduction in the amound of shelf space required in an office area to hold the incomplete periodicals. This process has been highly praised in one article by Daniel Gore and recommended in another by Stillings and Heath. Georgia State University has been using the system for over ten years and considers it a very satisfactory method for making incomplete periodicals accessible to the patron.

T. Microfilm

1. Status Quo:
   a. Some periodical titles are purchased on microfilm rather than being bound.
   b. Ordering of microfilm is handled by the Periodicals Department.
   c. Splicing of microfilm is done by the periodicals processing unit.
   d. Microfilm sets, such as the American Periodicals Series and the Underground Newspaper Series in which several titles are on the same reel, are filed by reel number. Access is through the periodicals backfile.

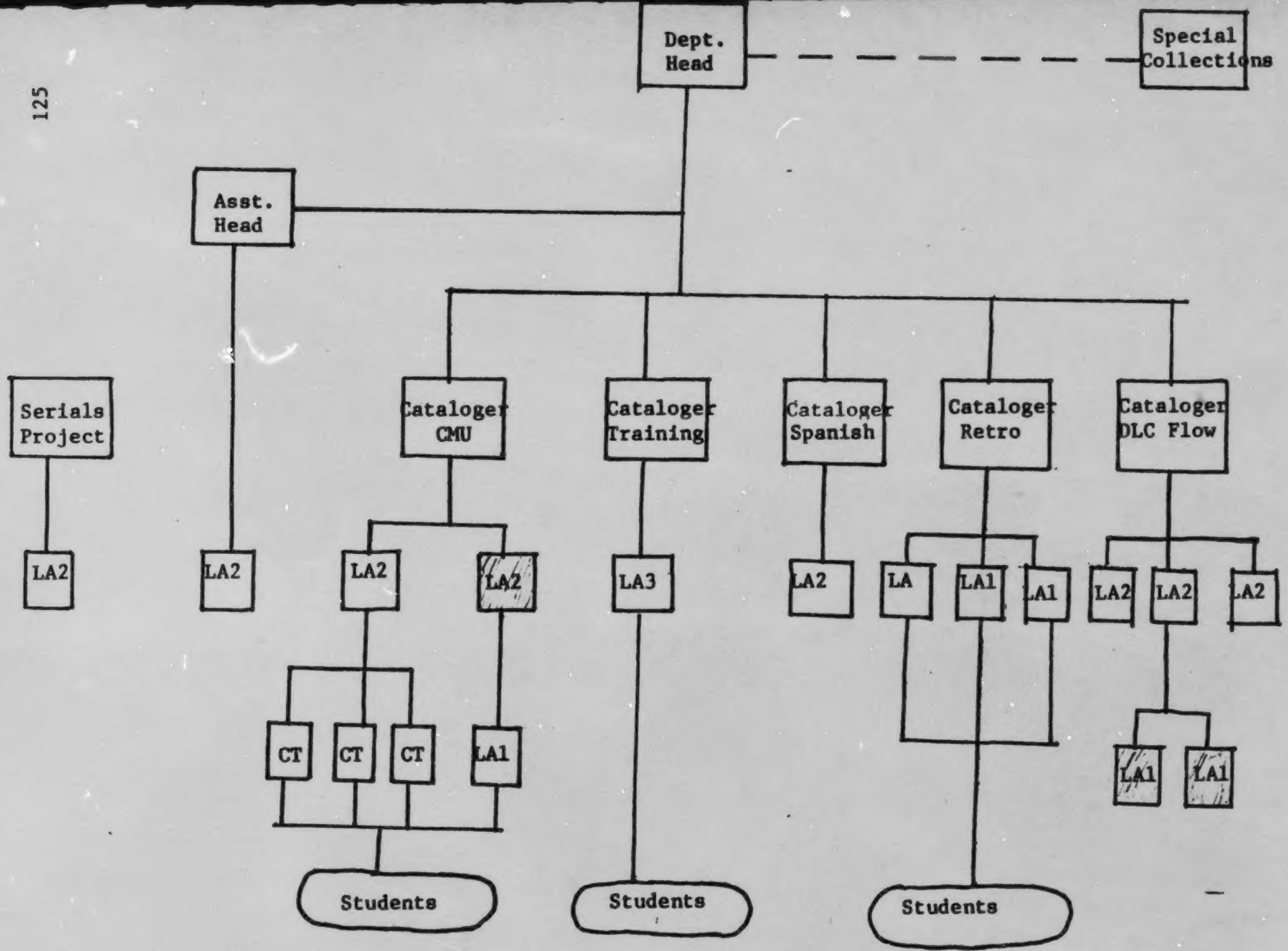
2. Recommendation:
   a. Management should reevaluate the practice of purchasing periodical titles on microfilm rather than in print format. Saving of shelf space may have resulted, but the acquisition of additional microfilm has raised serious questions regarding their weight, their possible physical deterioration, and the unwillingness of the patron to use them.
   b. In the interest of greater efficiency, the purchasing of microfilm should be shifted to the Acquisitions Department.
   c. Microfilm spicing should be moved to the proposed microform area on the second floor.
   d. A data program should be developed to provide the old reel numbers on a printout by title. (The current data program is not large enough to provide space for this information). Such a printout would be a necessity should all microforms be located on the second floor away from the reel information in the periodicals backfile.

3. Update:
   a. An ad hoc committee composed of periodical librarians and bibliographers has been appointed to study the microfilm problem and to decide which journals should be purchased on microfilm rather than being bound.
   b. This recommendation has been instituted.

U. Organizational Arrangement of the Catalog Department

1. Status Quo: There is one line of authority; i.e., the entire staff reports to the Head of the Department with the exception of the student assistants and three clerk typists who report to an LA3. The above statement is exclusive of the Retrospective Conversion Project which is in the charge of the Assistant Head of the Department.

2. Recommendation: A more efficient organizational structure should be designed so that professionals in charge of units or projects within the Department also have authority over the staff in their units. The following chart illustrates a possible organizational arrangement for the Catalog Department. It is included only as a suggested lead-in to a discussion by Cataloging of the best plan for reorganizing the Department.


Dept. Head
Special Collections
Asst. Head
Serials Project
Cataloger CMU
Cataloger Training
Cataloger Spanish
Cataloger Retro
Cataloger DLC Flow
LA2
LA2
LA2
LA2
LA3
LA2
LA
LA1
LA1
LA2
LA2
LA2
CT
CT
CT
LA1
LA1
LA1
Students
Students
Students

PROPOSED STRUCTURE OF CATALOG DEPARTMENT
Shaded boxes - Proposed new positions

3. Reasoning: Under the present organization too many people report directly to the Head of the Department. This burdens her with too many routine problems and does not permit time for more important administrative tasks, such as research, formulating policy decisions, and long-range planning. A reorganization could reallocate supervision so that the Head would be freed from commonplace administrative duties and the other professional staff members would be provided with more opportunity to participate in management activities.

4. Update: The Department Head has permitted the coordinator of the Catalog Maintenance Unit to evaluate the newest employee in the Unit during his probationary period.

III. MAINTAINING THE CURRENT CARD CATALOG

A. Main Catalog

1. Status Quo: Sets of OCLC alphabetized cards are received daily and are interfiled into a larger alphabet until a three month supply of cards is accumulated. The three month alphabet is then filed by six LA's into the main catalog using red flags and is later revised by six catalogers (each person averaging five hours per week). Sets of cards representing holdings in the Law and Music libraries are also filed.

2. Recommendation: a) Each shipment of alphabetized OCLC cards should be filed above the rod as received. LA's and catalogers should work in tandem on mutually agreed upon schedules. The Acquisitions Department will provide 20 hours per week of filing time until the last three month alphabet is filed (estimated time 10 weeks). In the event that one section of the alphabet falls behind, teams up-to-date in their sections should help the slower section file. When filers are absent from work, revisers should use the time to pull red flags. When revisers are absent, filers should file using red flags. b) Law and Music cards should have a low priority in filing.

3. Reasoning: Six hours per week spent on interfiling will be eliminated. Patrons will have access to cataloging information the week cards are received rather than three months later. Filers can be apprised of errors shortly after they are made, therefore reinforcing the learning of filing rules, and the main catalog will not be overloaded with red flags. The filing of Law and Music cards should be a low priority because a union catalog of the University Libraries' holdings can more easily be established when Richter goes to an online system. The time spent in filing Law and Music cards, about ten hours per week, should be used to catalog more books.

4. Update: Proposal a has been tested and adopted by Cataloging. The test showed that approximately 140 cards could be filed per hour and that the six teams should be able to handle the weekly influx of cards. Proposal b has also been adopted.

B. Science Catalog

1. Status Quo: Cards are filed into the Science catalog and AACR2 changes are made when necessary.

2. Recommendation: The Science catalog should be frozen, with cards no longer added nor AACR2 changes made.

3. Reasoning: Maintaining a card catalog is one of the most labor intensive and costly activities in the Library. The freezing of this catalog (which duplicates portions of the main catalog on the second floor) would be an effective step in the direction of cost reduction.

4. Update: The Science librarians wish to continue the filing of cards into the Science catalog but have agreed that Cataloging will no longer be responsible for any AACR2 changes.

IV. AUTOMATING SYSTEMS WITHIN THE LIBRARY

The ultimate goal of any automation effort should be the installation of a totally integrated library system which can perform more economically and efficiently the manual procedures it replaces. An integrated library system has important service delivery implications for both library staff and patrons. Information about the status of an item - from the time it is ordered, is processed by technical services, is put on the shelf, and is checked out by a patron - would be available to one and all in a central data base. A large number of manual files, often in a number of separate locations with the information stored in a variety of formats, would be eliminated or consolidated in an automated integrated library system.

A. Circulation

Advantages of an automated circulation system would be:

1. The reduction in time it would take a patron to check out a book.
2. The ability of a patron to determine whether or not a book is checked out without going to the shelf.
3. The automatic calculation of fines.
4. The automatic retrieval of binding and reserve records.
5. The automatic generation of bills for lost or damaged items as well as fine, overdue, and recall notices.
6. The elimination of two of the current manual system's major problems; i.e., illegible handwriting and lost or misfiled cards.
7. The provision of statistics reflecting use patterns by patron or subject that would be invaluable in making collection development decisions.

Disadvantages:

1. The cost.

2. The possibility of breakdown.

B. Serials Check-in

Serials check-in is well suited to computer processing. It is a high volume, repetitive operation with complex record-keeping requirements.

Last winter, the library participated in a trial of the Faxon Datalinx System. At no cost to the library, the Faxon Subscription Agency flew our serials librarian to their Massachusetts headquarters for a two day training session. Subsequently, Faxon shipped us a computer terminal on which to test the program. During the trial the serials librarian ordered and cancelled titles, sent claims, and received bibliographic and financial information.

Advantages:

1. The automatic claiming of issues not received. Under the present manual system, personnel periodically review th files looking for missing issues. This is a cumbersome task in a library of our size with about 4500 titles.

2. The automatic provision of information that a title should be pulled for binding (future option).

3. The convenience of online access to bibliographic information.

4. The provision of a monthly list (either paper on microfiche) of our periodical holdings.

5. The ability to generate lists of holdings by LC class, frequency, fund, department, location, source (Faxon, direct, gift, etc.) which can be used in collection development decisions.

Disadvantages:

1. The estimated cost based on the number of titles held was aproximately $24,000 per year using a dedicated telephone line.

2. A phone call to Georgia State Institute of Technology where the system had been in operation for about a year revealed that the system has not enabled them to reduce personnel nor was the time it took to check-in a title automatically any less than to check it in manually. Readings in library literature bear out the above findings.

3. The bibliographic and financial information and printouts obtainable online are also available via a toll-free call to Faxon.

4. The library can currently provide its own computer listing of current holdings.

Summary: The call to Georgia State produced the statement that they considered the main value of the Faxon system to be the automatic claiming function. We did not believe, however, that this advantage was worth the $24,000 per year charge, and therefore, we did not subscribe to the system at the conclusion of the trial period.

C. Acquisitions

This June the Associate Director and the Acquisitions Librarian attended a two day workshop on the currently operational OCLC automated acquisitions system. The workshop was held at SOLINET headquarters in Atlanta and was directed by the Acquisitions Librarian from the University of South Florida who has been using the system since November, 1981.

Advantages:

1. The manual typing, alphabetizing, filing, and mailing of order slips is replaced by the automatic printing and mailing of slips by OCLC.

2. The balance in any account or departmental fund can be instantly obtained.

Disadvantages:

1. The University of South Florida anticipated no reduction in staff, and therefore, no cost savings.

2. OCLC charges $1.30 minimum for each acquisitions record input. With our current rate of acquisitions, this would cost us in the neighborhood of $40,000 per year.

3. To know if a particular title is in the library or on order, one has to look at every single entry for that title in OCLC.

Summary: The OCLC acquisitions system would not provide any new information that is not currently available under the manual system. It would provide financial information much more quickly than the manual system, but at a considerable increase in cost.

D. LAMBDA

LAMBDA, an acronym for Local Access to and Management of Bibliographic Data, was tested by this library for a six month period this year. This new SOLINET computer system provided access to a portion of our machine readable records and to part of the records of ten other test libraries.

In addition to author and title searches, the system enables a user to search by subject, keyword in title, and Boolean combination of author, title and subject. The system also provides the capability to display and maintain local detailed holdings information such as local call numbers and local notes. The authority control capability allows a library to maintain proper authority headings as records are loaded and to upgrade authority headings as the need arises.

A disadvantage of this system from a public service point of view is the fact that it was not at all "user friendly". The call number was difficult to find, there was no scanning feature, a maximum of only ten records could be viewed at one time, and these ten items were listed in no particular order. The system was not operational nights and weekends. In an attempt to make the system easier to use, LAMBDA added in August a patron access module which included all prompting necessary to enable an inexperienced user to search by title.

A disadvantage from a technical processing point of view is that the system did not provide access to our archival records during the test period. Access may be provided in the future, but at a high cost. The record appearing on the screen was the first one loaded into the system, whether ours or not, and it was possible for any system library to alter that record. SOLINET does not have the staff to undertake centralized quality control although they are considering the preparation of a "bibliographic standards" manual similar to the one recently issued by the Research Libraries Group.

Update: It has been decided that the cost of the LAMBDA system offsets the advantages; therefore the system was discontinued at the end of the test period.

E. Recommendation

Since the general rule seems to be that multipurpose systems are less expensive than those providing a single purpose, our recommendation is that our library opt for a totally integrated online library system rather than investing in any single purpose systems.

F. Evaluation of Available Online Systems

We felt it was beyond our ability and the time allotted to recommend one particular totally integrated automated system over another. An indication of the problem is the fact that an article on the automated circulation marketplace in the February 1982 Library Journal discusses eleven different systems. Ultimately, it is library management who must decide among competing systems. They should be the best qualified judges, since they are the ones who have the opportunity to travel and view the systems first hand. It is most important, however, that the staff be kept informed of management's data gathering and analysis as they develop, so that new systems are not superimposed on the library with no opportunities for staff reaction before decisions are made.

Even though we felt unable to recommend a specific system, we can enumerate a number of significant considerations to be taken into account in judging the merits of the various online systems. These include:

1. Is the system user friendly? Does it identify the basic search options with introductory text on the screen itself, expaining how to request the type of search desired and how to formulate the known information for input? In addition to basic instructions, is there a "help" feature which suggests appropriate techniques for advancing from a given point in a search or possible alternative approaches, e.g. trying variant spellings?

2. Does the online system provide a large number of access points? Do these include: personal author, corporate author, added entries, title, author/title combination, key word, series, subject, call number, L.C. card number, ISBN, ISSN and government document number? Does it allow Boolean searching? Is there an authority control file? Are there cross-references? Can variations in user punctuation and spacing be accommodated?

3. Does the system provide full MARC bibliographic records? If so, is there the choice of a brief display, minus notes and subject headings, for those whom it would satisfy? Can search results be printed?

4. Will the data base include full retrospective conversion of bibliographic records, or must users be constantly reminded that the library's collection is not fully represented online? Will it be a union catalog containing the holdings of Music, Law, and Medical libraries? Will it be connected to a larger network? Can it provide serials holdings data and other information not currently available in the card catalog? Are all formats of material interfiled or must they be searched separately?

5. Is the online bibliographic record an integrated part of a total system? Is it immediately updated via connection to technical processing? Does it include on-order and in-process information?

6. Is the online catalog tied to the library's circulation records? Does it include up-to-the-minute circulation status and information?

7. How many terminals are needed? OCLC is currently working on a project to develop and test an algorithm for estimating the number of terminals needed for public use of an online catalog. Various figures have previously been proposed for calculating how many teminals will be needed, and one prevalent estimate seems to be one terminal per 100 daily users. However, until use of online catalogs is more prevalent and counts of actual use are made, decisions on the number of terminals at this time must be tentative.

8. Where will terminals be placed? the stacks? faculty offices? branch libraries?

9. Is the proposed minicomputer compatible with other networks? Is it adequate in size, both for storage and number of terminals? Do the video display terminals have convenient keyboard arrangements and legible screens? What about downtime and backup? How reliable is the system? Does one maintain an extra processor? Should one have a COM catalog or a regional system such as LAMBDA available for backup? Is response time adequate and will it continue to be so? At what point will the system be overloaded? Is the software package flexible? Are new developments anticipated from the vendor? Does one pay extra for them?

10. What is the cost? Will the largest expense be in telecommunication, in transaction charges, or in hardware? Will the cost be shared with other libraries? Do maintenance costs far exceed the initial cost?

11. Could we count on advice and assistance from the University's Computing Center or would we need to hire our own professional systems staff? We recommend that we do not rely solely on the present library staff's experience in this area.

12. Will the data base be subdivided into different files such as bibliographic records and authority records or will the bibliographic and authority records be retrievable with the same search key? Can we acquire an initial data base of authority records if we decide on an inhouse system? (LAMBDA's authority file started with L.C. subject and name authorities, and the participating institutions add to it. LAMBDA's series authority records were created from its members' bibliographic records).

V. UNSOLVED PROBLEMS

In the course of this Task Force's investigations a number of questions arose to which we did not have the time to adequately direct our attention, nor were we able to reach a consensus as to their solution. These problems, nevertheless, cannot be ignored. They are listed here with the hope that other groups may find appropriate answers.

Priorities

Throughout the Library, departments are faced with the problem of demands for service that far exceed the capacity of the available work force because of its limited size. Since it seems impossible to meet all demands, it is imperative that the Library's top and middle management levels jointly establish a list of priorities so that efforts can be cahanneled to those projects heading the list. The list should be disseminated to all Library staff.

Government Publications

When the Library has an online catalog, should government publications be cataloged by their own staff, classified by Superintendent of Documents (SUDOC) number, and shelved on the third floor as a separate collection, or should government publications be cataloged by the second floor Cataloging staff, classified by L.C. call number, and shelved within the general collection? The second floor Cataloging staff is currently cataloging and classifying government publications by L.C. number for the Marine Library and on a selective and limited basis for Richter.

Classification of Periodicals

The classification of periodicals proved a controversial subject. Arguments for the present system of arranging the periodical collection alphabetically by title as opposed to classification by L.C. call number are as follows:

1. It can be done by the present staff. Classification would require additional staff.

2. Patrons can go from a periodical index, which provides them with a title, directly to that title in an alphabetical shelf arrangement. Classification would introduce the intermediate step of obtaining a call number for the desired title. In the future, it is possible that a patron might switch easily back and forth from an online index to an online periodicals holding record, but until then, locating a classified periodical would slow the patron down.

3. It would be more difficult to manage a dispersed periodicals collection if the classified periodicals were to be placed on the same floor as books in that classification.

4. It does not require the Catalog Department to provide cards and file them into the main catalog.

Arguments for classification of periodicals:

1. It would place similar titles together so that a patron could browse in his or her preferred subject area.

2. It would be easier for a patron to use the collection if both books and periodicals were classified and shelved in the same manner, rather than having to learn two separate organizational systems.

3. Even though a periodical might change title, all volumes would be shelved together under the same call number. It is not always easy for a patron to go from an index to a title in our present alphabetized system because title changes cause confusion and make it necessary to consult the reference desk.

Periodicals Technical Processing Procedures

The steps involved in setting up a new periodical title need to be analyzed with the aim of reducing the number of written records that are presently being kept. Some of the records, e.g., the rotary file, Science location cards, and T-4 cards will be eliminated when the periodical computer printout is complete.

Special Collections Backlog

The problems involved in reducing the backlog of uncataloged materials in Special Collections need to be addressed.

Current Circulation Procedures

The procedures involved in the current manual circulation system need to be examined with the aim of providing simplified procedures in the form of a written manual.

SPACE PLANS

This portion of the self-study deals with the physical utilization of space in the Richter Library. Suggestions for future expansion as well as recommendations for increasing the serviceability of the existing facility are presented along with floor plans and statistics. However, suggestions concerning an addition to the building are speculative and should not be considered as recommendations from the Study Team.

Because the Task Force on Technology and Facilities and the Task Force on Services and Collections developed separate plans which differed in approach and methodology, the Study Team has decided to offer the two projects for review with the hope that the best of both may be identified and applied. Although many of the recommendations made by the two Task Forces are similar, certain major distinctions exist. For convenience of comparison these are listed below:

Subject	Tech. & Facil. recommendations	Serv. & Coll. recommendations
Shelving of periodicals	Shelve all periodicals together	Shelve Sci/Engr periodocals separately
Unbound periodical shelving	128 sections for currently displayed materials	192 sections to display all current periodicals
Circulation area	Move to southwest corner of first floor	Move near present entrance and extend glass wall into lobby
X collection	Not kept under security unless necessary	Kept under security in reserve collection on second floor
Interlibrary loan services	Second floor	First floor
National bibliographies	Second floor	First floor
Office of Asst. Director for Public Services	Second floor	First floor
Paperback display	Third floor group study room	Second floor
Seminar room	No room in present building; should be on first floor	Second floor

TASK FORCE ON SERVICES AND COLLECTIONS SPACE PLAN

CURRENT RECOMMENDATIONS

Reorganize the public service areas on the first, second, and third floors and stack tower as follows:

First Floor

Integrated reference area (includes Science/Engineering reference, Reference Department, Periodical abstracts and indexes)
Current unbound periodicals
Bound periodicals presently on third floor (as they fit)
Bound periodicals presently on first floor (as they fit)
Circulation desk
Copying facilities
Card Catalog
Reference shelf list
Offices
Study rooms (if there is space)
Interlibrary loan office

Second Floor

Microforms (includes college catalogs, News Bank, annual reports, ERIC, newspapers, government publications on microform, and all other microforms)
Reserve collection:
    Reserve collection from first floor
    Audio-visual equipment from first floor
    X collection
    Permanent reserve collection, e.g., items in reference locked cabinet and accounting test books
    Daily newspapers
    Materials on binding hold
    Telephone books
New book/ browsing area
Copying facilities
Online searching office
Theses
Juvenile collection
Z collection
Seminar room
Study rooms (if there is space)

Third Floor

Government publications (including documents on 9th floor)
Florida state documents (copy 2 only)
International documents
UN documents
Maps
Study rooms (if there is space)

The Stack Tower should be arranged floor by floor as indicated below. Numbers refer to the current total of shelving sections per L.C. classification.
(Note: This plan was approved by the Study Team on June 23, 1982

Seventh Floor

Periodicals	544
A	41½
	585½

Sixth Floor

B	176
C	26
D	300
E	123
F	136
	761

Fifth Floor

G	63
H	392
J	87½
K	33½
L	108
M	43
	727

Fourth Floor

N	97½
P	727
	824½

Third Floor

Q	282½
R	42
S	29
T	135
U	11
V	5
	504½

Second Floor

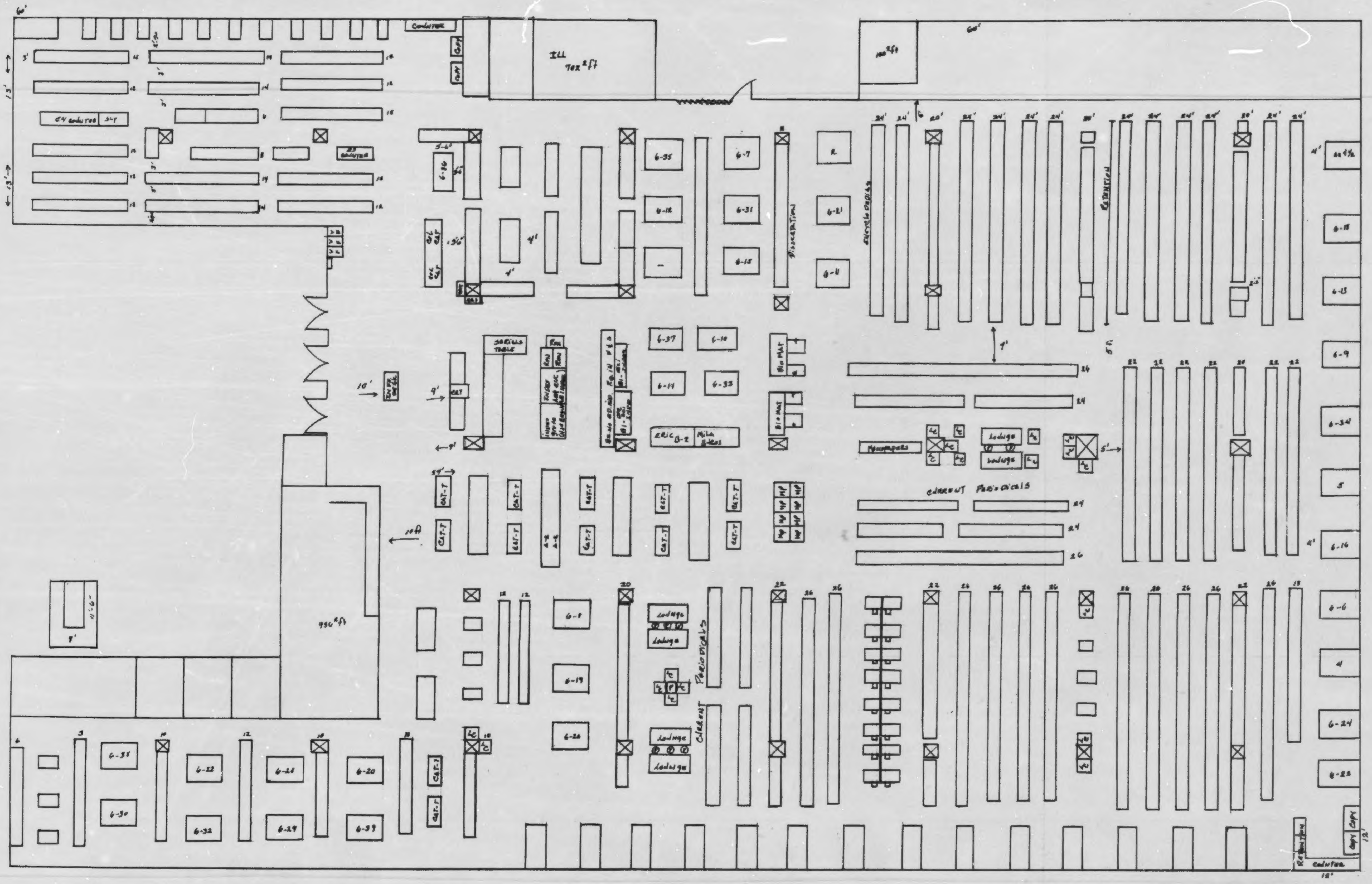
Theses

Z

Juvenile collection

Floor Plans and Inventories of Items to be Housed on Floors 1 - 3

As shown on the following floor plans, floors one, two, and three are capable of housing the items listed in the inventories below. These floor plans are not a proposed layout of the floors. We recommend that the Implementation Team and the Assistant Director for Public Services in consultation with the Director have full responsibility for planning the layout of each floor. The original floor plans are stored in the Office of the Assistant Director for Administrative Services.

COUNTER
COPY
COPY
ILL
702²ft
100²ft
60'
E4 COUNTER
SLT
23 COUNTER
13'
13'
6-36
6-35
6-12
6-7
6-31
6-15
6-21
6-11
2
DISSERTATIONS
ENCYCLOPEDIAS
RETENTION
SERIALS TABLE
INFO DESK
CAT
6-37
6-10
6-14
6-33
BIO MAT
BIO MAT
ERIC
B-2
MILA Bkos
NEWSPAPERS
Lodwge
Lodwge
CURRENT PERIODICALS
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
CAT-T
MP
6-8
6-19
6-26
Lodwge
Lodwge
Lodwge
Lodwge
CURRENT PERIODICALS
956²ft
11'6"
8'
6-38
6-30
6-22
6-32
6-28
6-29
6-20
6-39
CAT-T
CAT-T
6-4½
6-18
6-13
6-9
6-34
5
6-16
6-6
4
6-24
6-23
RETENTION
COUNTER
COPY
COPY
12'
18'

FIRST FLOOR

First Floor Inventory

Stack Sections (1498)

576	Bound non-science periodicals
370	Bound science periodicals
124	Current non-science periodicals
68	Current science periodicals
6	Retention
260	Reference
94	Science indexes

26 index counters (3'3" x 2'1½")
14 index tables (various sizes)
6 index sections
3 ROM readers
2 sloping consultation tables
34 card catalog sections
10 card catalog consultation tables (5' x 2')
8 atlas cases
4 vertical file cabinets
4 copy machines
2 counters by copy machines (9' x 2')
1 counter for periodicals in newspaper format
Circulation (936 square feet)
Interlibrary loan (702 square feet)
9 offices

Seating:
35 four-seat tables = 140 seats
20 six-seat tables = 120 seats
40 study carrels = 40 seats

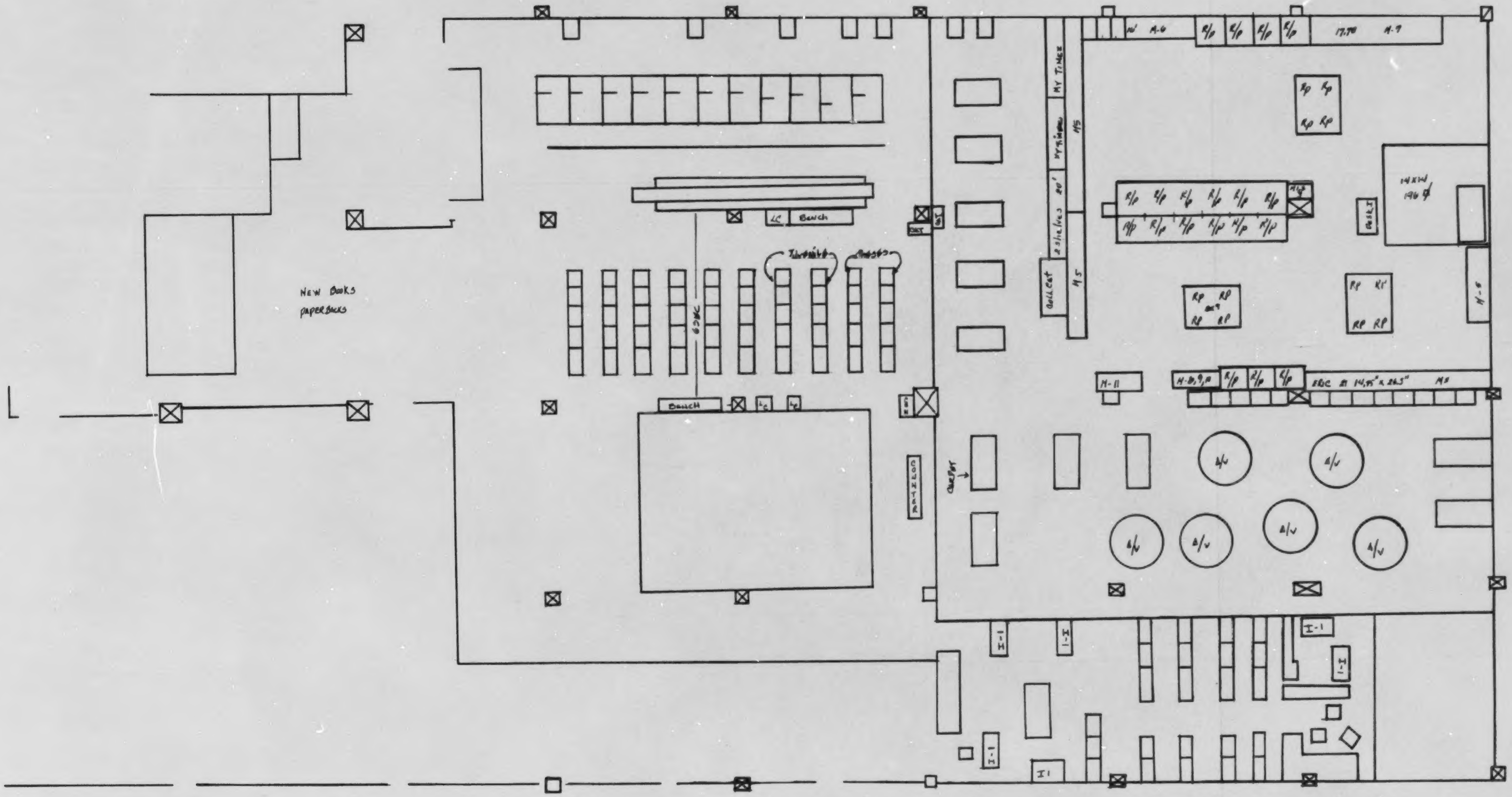
300 study seats

40 seats at index tables and sloping consultation tables

31 lounge seats (lounge chairs + 2 for each sofa)

TOTAL 371 seats

plus room for either two additional offices, two study rooms, or additional study tables.


NEW BOOKS
PAPERBACKS
BENCH
LC
BENCH
LC
LC
COUNTER
CARPET
MY TIMES
M.S
20'
2 shelves
M.S
Coll Cat
M-6
R/P
17.70
M-9
RP
R/P
14 X W
196
RP
RP
M-8
M-11
M-10,9,8
ERIC
14.75" x 26.5"
M8
A/V
I-1
I-1
I-1
I-1
I-1
I1

SECOND FLOOR

Second Floor Inventory

12 stack sections for microcard materials (UN, Evans, drama)
54 stack sections for reserve materials
Reserve work area (1,058 square feet)
100 stack sections for Z (currently 53), theses (currently 18), and juvenile collection (currently 24)
Online search office (299 square feet)
Conference/seminar Room (368 square feet)
Microform work area (196 square feet)
Microform cabinets:

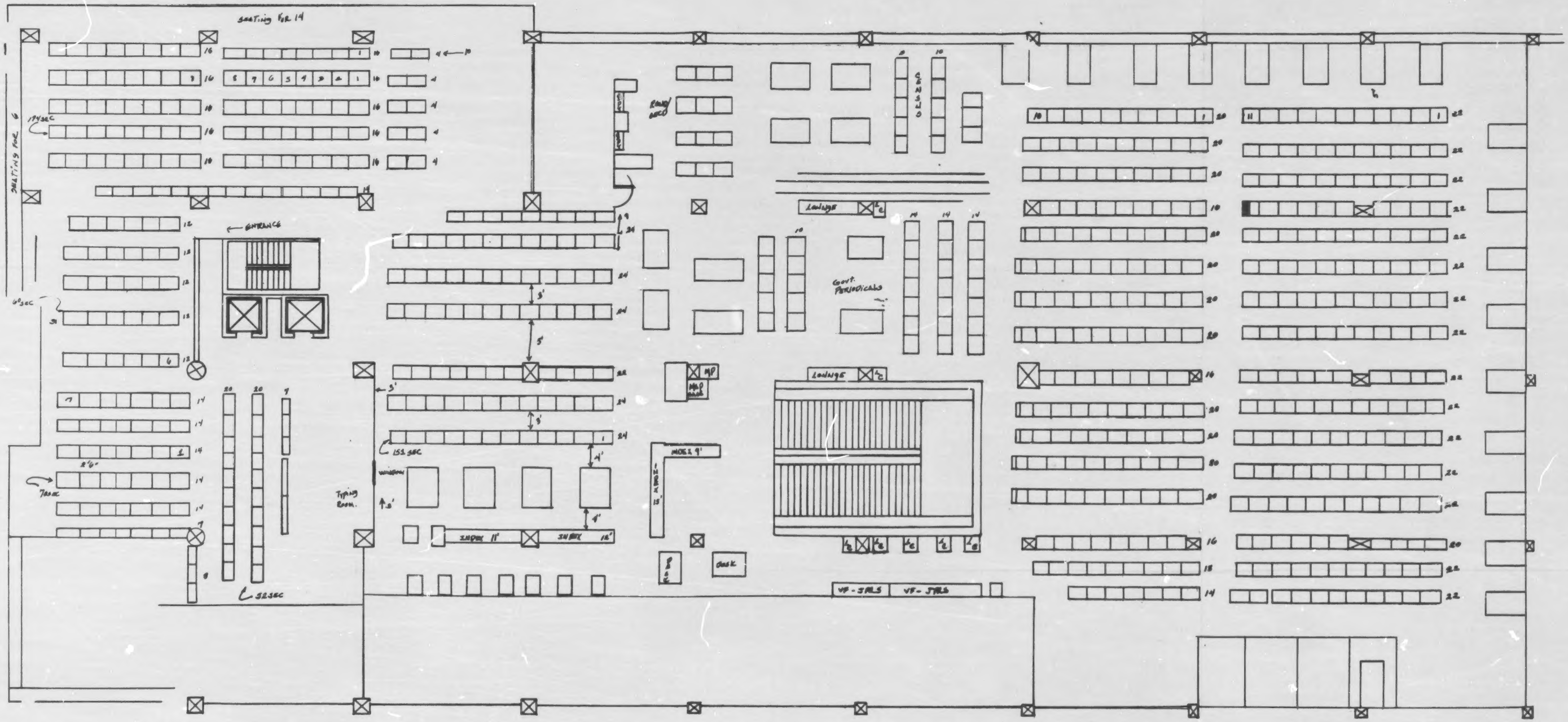
1 cabinet (1'2½" x 2½")	House of Commons	M-1
5 empty cabinets (1'2¾" x 2'4½")	Empty	M-2
15 cabinets (1'2¾" x 2'4½")	ERIC	M-2
1 microfiche cabinet	Periodicals	M-2
1 cabinet (1'3" x 2'1½")	MFS	M-3
1 cabinet (1'6" x 2'4")	Microcards	M-4
8 cabinets (1'8" x 2'4")	Catalogued microfilm	M-5
1 cabinet "	Diario de la Marina	M-5
1 cabinet "	Excelsior, Mexico	M-5
1 cabinet "	Havana Post	M-5
2 cabinets "	Miami Herald	M-5
2 cabinets "	Miami News	M-5
6 cabinets "	New York Times	M-5
1 cabinet "	Tampa Morning Tribute	M-5
1 cabinet "	Tiempo, Bogota	M-5
3 cabinets "	Times, London	M-5
6 cabinets "	Periodicals on microfilm	M-5
1 cabinet "	Wall Street Journal	M-5
3 cabinets (1'8½" x 2'4½")	Catalogued microfilm	M-6
1 cabinet "	Christian Science Monitor	M-6
3 cabinets "	Miami Herald	M-6
1 cabinet "	Miami News	M-6
1 cabinet "	Periodicals on microfilm	M-6
1 cabinet "	Pravda, Moscow	M-6
10 cabinets (1'9½" x 2'4½")	Empty	M-7
1 cabinet (1'1" x 2'3½")	MCS	M-8
1 cabinet (1'2¾" x 2'4½")	10k reports/ann. rept.	M-9
3 cabinets (1'3" x 2'4½")	10k reports, ann. rept. and Newsbank	M-10
5 cabinets (1'1" x 2'4½")	Human Re. Area File	M-11

1 table for college catalog fiche and reader
12 work stations for readers and reader/printers (4' x 4')
19 work stations for readers and reader/printers (4' x 3')
6 round a/v carrels (seat 18 people)
1 desk in microform area
32 feet of 2 shelf index tables for newspaper indexes (e.g., NY Times, Wall Street Journal, and London Times indexes)
1 copy machine
1 copy machine counter
2 card catalogs (theses and juvenile)

Seating:

6 six-seat tables = 36
6 four-seat tables = 24
34 carrels = 34

114	study seats
57	seats at index tables and microform readers
7	lounge seats
Total 178	seats


SEATING FOR 14
SEATING FOR 6
194 SEC
60 SEC
70 SEC
2'6"
ENTRANCE
52 SEC
151 SEC
WINDOW
Typing Room.
3'
5'
4'
INDEX 11'
INDEX 12'
INDEX 15'
INDEX 9'
RAND/ DECD
CENSUS
LOUNGE
Govt. PERIODICALS
MP
MAP CASE
DESK
VF - JRLS
VF - JRLS
16
14
4
12
14
20
9
24
22
10
18

THIRD FLOOR

Third Floor Inventory

732 government publication stack sections
532 Q-V stack sections
1264 total stack sections

2 copy machines
2 map cases
47' of index tables (two-shelf tables)
2 reference desks

Seating:
9 study rooms (each 8' x 11½' and seats 6 people)
29 four-seat tables
2 six-seat tables
1 two-seat table
31 individual seats
214 study seats

15 seats at index tables
11 lounge seats (7 chairs and 2 sofas)
Total: 240 seats

FUTURE RECOMMENDATIONS

If floors two and three are expanded to the size of the first floor, the Task Force recommends the following:

1. Provide more room for seating and sound-proofed group study areas in all reading rooms.

2. Have the first floor retain all the functions proposed in the reorganization plan, although a smaller percentage of the bound periodical collection would be shelved there. Several computer terminals would be placed in various locations when an online catalog becomes available. A small classroom or sound-proofed area for bibliographic instruction should be located near the reference area.

3. Investigate the possibility of constructing a mezzanine floor between the first and second floors to house the entire bound periodical collection.

4. Provide more space on the second floor for technical processing, microforms and reserve (including space for videodiscs and other new types of electronic and a/v equipment), a 30-seat classroom, a custom copying service, and computer terminals for the online catalog.

5. Provide additional space on the third floor for government publications.

6. Add a map room to either the second or third floor, depending upon which location is deemed best by the Assistant Director for Public Services and the Space Committee. The map room should contain U.S. depository maps and the maps currently in the Geography Department and should be placed in an area that is accessible on nights and weekends as well as during the day. Rare maps should be located in the Archives and Special Collections Department.

7. Continue to house monographs, older bound journals, and the Department of Archives and Special Collections in the stack tower.

TASK FORCE ON TECHNOLOGY AND FACILITIES SPACE PLAN

INTRODUCTION

This report on space planning addresses two major issues. The first deals with the utilization of the existing Library building and consists of a verbal description of certain areas along with physical plans and detailed statistics. The narrative, the floor plan, and the statistics together attempt to provide a complete picture of each area. The second issue concerns the presentation of ideas for a proposed addition to the Library. Together with these ideas we offer information, concepts,statistics, and possibilities.

The first paragraph in each section of this report describes the current situation and/or any proposed changes, while the subsequent paragraphs present the reasoning which supports these changes.

The extreme tightness of space in the Library has hampered the placement of materials and services where they could be utilized most effectively now and would not have to be relocated at a later date. As soon as the necessary architectural information is available, a plan should be formulated which would place at least some of the materials where they would be located in a future addition.

All counts were taken in March 1982 unless otherwise stated.

We would like to extend our thanks for the voluminous counts taken by Jay Kalvan, whose work has helped to make this report possible. We would also like to thank everyone who gave us their cooperation through interviews and in many other ways.

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I. MAJOR POINTS AS REVEALED BY INTERVIEWS

Almost every person interviewed thinks that the Reference Department, the card catalog, and the most heavily used resources should be placed on the first floor at street level. Most, but not all, define the most heavily used resources as periodicals.

The interviews also revealed that many of the public service staff members do not want the microform materials centralized. They believe that microforms should remain with their own collections (e.g., reference microforms with the Reference Department, government document microforms with the Government Publications Department). It is feared that centralizing microforms may weaken reference services. In addition, patrons may be unhappy if required to travel to several floors to find information on one subject. An in-depth study should be made to determine if the centralization of microforms is in the best interest of the Library user.

All but one of those interviewed favor intershelving the undergraduate and science books presently on the first floor with books in the stacks. This would place the book collection in one alphabetical sequence and would provide the user with a clear and direct approach to the materials. The need to show undergraduate and science locations in the main catalog and the need for a separate science catalog would be eliminated, thus lessening the high cost associated with card catalog maintenance.

II. FLOOR PLAN OF THE FIRST FLOOR (see next page)

III. FIRST FLOOR ARRANGEMENT

A. Lobby

The circulation desk should remain as it is in the first floor lobby. An information desk with its own telephone line should be established in front of the bulletin board.

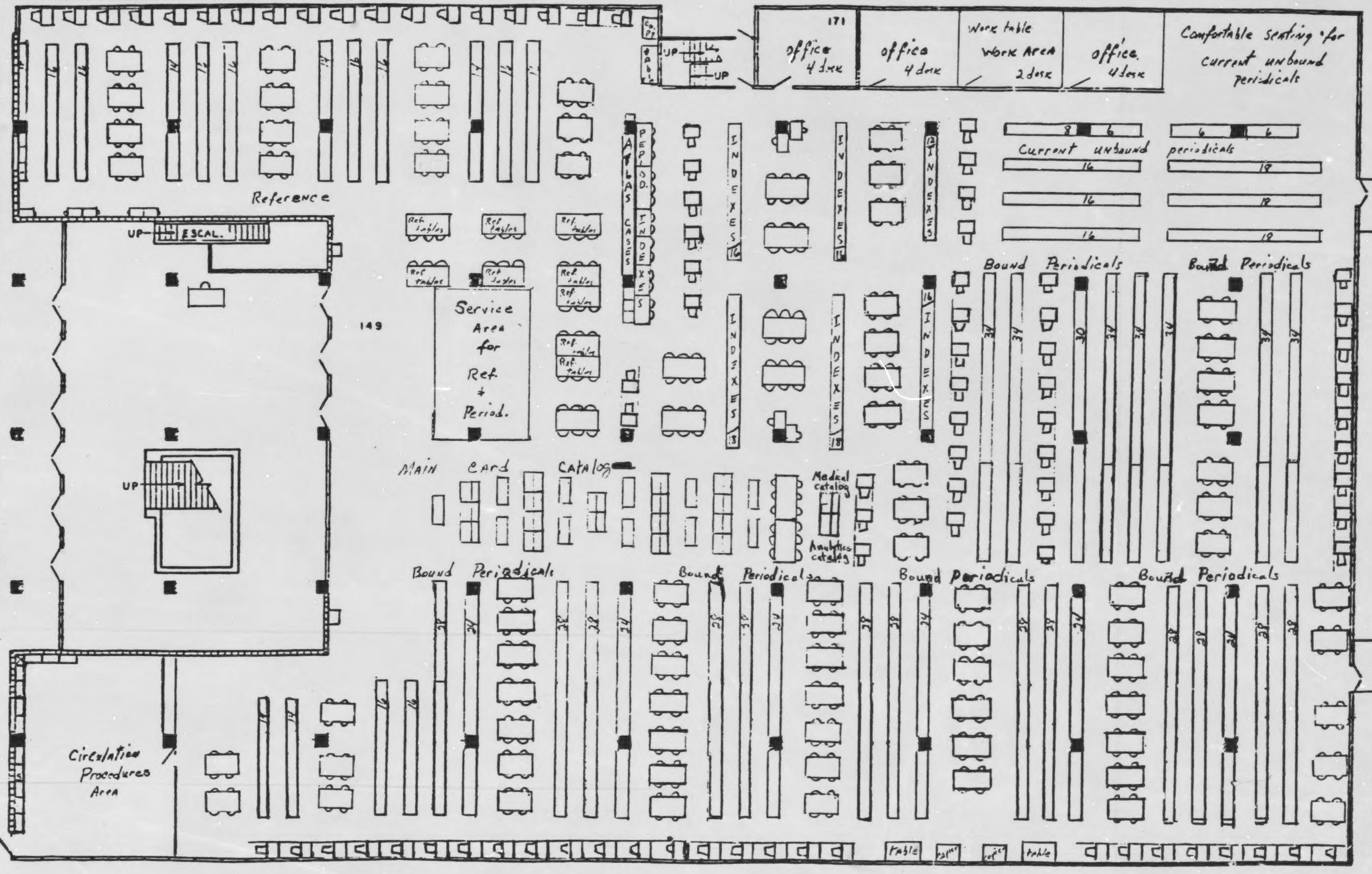
The space in the lobby alongside and behind the stairwell is not usable. Placing any additional units in the lobby (except for the above mentioned information desk) would create awkward traffic patterns and block the view of the paintings on the wall.

B. Reference

1. Service Area for Reference and Periodicals

An area of 455 square feet has been allocated for a reference and periodicals service area. Included within this area should be reference desks, the card file of periodicals holdings, the reference shelflist, and the theses catalog.

II. FLOOR PLAN OF THE FIRST FLOOR


150
171
Office 4 desk
Office 4 desk
Work table
Work Area 2 desk
Office 4 desk
Comfortable seating for current unbound periodicals
UP
UP
Copy
Table
Current unbound periodicals
8
6
6
6
16
16
16
18
18
18
Reference
UP
ESCAL.
Ref. tables
ATLAS CASES
PERIOD. INDEXES
INDEXES
INDEXES
INDEXES
Service Area for Ref. + Period.
149
Bound Periodicals
Bound Periodicals
MAIN CARD CATALOG
Medical catalog
Analytics catalog
UP
Bound Periodicals
Bound Periodicals
Bound Periodicals
Bound Periodicals
16
14
34
30
39
38
Circulation Procedures Area
Table
Paper
Copier
Table
159
160

The Reference, Periodicals, and Science/Engineering Departments have been centralized into one reference service area. It is to be hoped that this will result in more efficient reference service and will also release staff for transfer to other Library departments. Because of space limitations, three separate service points were not considered.

2. Classified Reference Material

There are currently 206 sections of reference books on the second floor and 20 sections in Science/Engineering, for a total of 226 sections. The first floor plan allocates 177 sections for classified reference material. Two sections of telephone books and 22 sections of national bibliographies; i.e., Mansell, British Museum, etc., have been placed on the second floor. This leaves 25 sections of classified reference material that will not fit on the first floor.

The second floor reference and first floor science reference material has been reunited into one reference collection. The classified reference material has not been looked at as a growing collection but rather as the location of the most current reference material on a particular subject.

In March 1982 there were 173 empty shelves in the 206 sections in the Reference Department. Many of these were used in summer 1982 to disperse the tightly crowded reference collection. However, several of these shelves are still empty, so a few sections may be gained by shifting. The N's are probably an area which could be evaluated for transfers to the stacks, but if N and P are located on the same stack floor, this area will be very tight. Unclassified materials presently kept in the Reference office should be considered for weeding or tranfer to other areas of the Library.

It has been the practice in the Reference Department stacks to leave two shelves empty in each six-section row in which a user shelf (a shelf that is deeper than a regular stack shelf) is located to be used for ready reference, so that a user does not have to take the book to a table. This practice will have to be discontinued, because in the proposed plan the stack ranges are too close together to allow for user shelves. (The current reference aisles measure four feet, the proposed aisles only three). It may be possible to add two more ranges in order to extend the reference area by 32 sections. However, this will leave no tables where students may sit and use the atlas and will crowd the area around the reference copy machine.

3. Reference Tools

The Reference Department is currently using the equivalent of six 6-seat tables, one 4-seat table, four individual tables, and two counters to house reference tools. There are also five pamphlet files. The proposed plan provides nine 6-seat tables to house these tools. Five pamphlet files and nine atlas cases have also been placed in the reference area.

Two-tier index tables are desirable as space savers. Those tables not already two-tier index style should be so converted to allow more tools to be displayed on each table. This conversion will make available one table for growth and expansion. There are currently two small index tables in the circulation area being used for storage which could be put to better use in the Reference Department.

The five pamphlet files have been placed along the reference area lobby wall, and the atlas cases have been backed up to the periodical index tables.

4. Indexes and Abstracts

The Periodicals Department on the third floor has 52 sections of counter height ranges (three shelves high), six sections six shelves high, 7½ shelves of the New York Times Index on a long counter, and six index tables of indexes and abstracts. The Science/Engineering Department has 54 sections seven shelves high of indexes and abstracts. 96 sections of shelving and six index tables have been allocated for indexes and abstracts on the first floor. The six index tables have been backed up against the atlases. Government documents indexes and abstracts have been excluded from the first floor count.

96 sections six shelves high and six index tables will house all indexes and abstracts. The upper shelf in each section should be left empty for expansion. This will house the current materials and allow room for growth.

Indexes and abstracts are currently interfiled alphabetically and should remain so. They must be converted to range shelving if they are to be located on the first floor along with all the Reference Department materials. Leaving the indexes and abstracts on their present shelving would require the space needed by all 112 sections, one long counter, and six index tables, with no growth room.

C. Copy Machines

There are currently three copy machines on the first floor. The plan provides for three copy machines on the first floor; this number may be too low. One has been placed in the corner formed by the stairwell in the reference area, and two have been placed for periodicals use along the window wall.

The copy machines should not all be located in one area. Students tend to raise their voices loudly to talk with their friends who are standing in adjacent lines, adding greatly to the noise factor in the room. However, they will usually not yell across the room so it is better to divide the machines between two areas. We did not separate all three machines for that would disperse too much machine noise throughout the room. Placing these machines as suggested may aid in keeping the reference material in the reference area and the periodicals centralized within the periodicals area.

D. Offices

There are currently 15 staff positions affected by the merger of the Science, Reference, and Periodicals Departments. They are: Science Department head, two science librarians, one staff coordinator; Periodicals Department head, two periodicals librarians, one periodicals secretary; Reference Department head, two full-time and two part-time librarians, one reference paraprofessional; and the Coordinator of Library Orientation and Instruction. (We have included the Periodicals Department head in our count, even though the person will retire May 31,1983). Three offices each capable of housing four staff members have been included in the first floor plan. Each office measures 14' x 17½', by actual inside measurement.

Offices for up to 12 staff members have been provided, but more or fewer offices can be created when the decision is made by management regarding first floor staffing needs. The present office on the first floor comfortably houses four people, their desks, and file cabinets. Thus, the additional two offices have been drawn on the floor plan the same size. If deemed desirable, these areas can be partitioned down the middle to create semi-private offices. Two additional desks may be placed inside the work area, if needed.

E. Work Area and Office Space

A work area measuring 14' x 17½' has been allocated for filing of looseleaf pages, student workers, projects, etc. Two desks for staff members may be placed in the work area together with two work tables. The Reference Department presently has two free-standing cabinets which should be moved to this area.

F. Periodicals

1. Current Unbound Periodicals

There are 124 sections of unbound periodicals (54 in Science, 70 in Periodicals). The 70 sections in Periodicals have sloped display shelves. 128 sections have been allocated on the floor plan for unbound periodicals. An area which measures approximately 14' x 34' has been provided as a comfortable reading area for current periodicals.

It is recommended that all current unbound periodicals be placed on regular flat shelves, since many more titles can be displayed.

It would ideal to locate a room for bibliographic instruction on the first floor with the reference collection, but seating for current journals is more important. Comfortable seating should be provided.

2. Bound Periodicals

There are 1413 sections of bound periodicals (369 in Science, 500 in Periodicals, and 544 on the 4th floor), plus 300 sections of Russian periodicals on the ninth floor. 836 sections have been placed on the first floor plan for bound periodicals. This leaves 577 sections of bound periodicals which must be housed on the seventh floor.

Prior to any merging of the collections, an evaluation of the periodicals on the first, third, and fourth floors must be made. The staff servicing the periodicals material should decide which titles should be housed on the first floor and how many sections each will occupy. There is apparently a misconception as to which periodicals are located on the fourth floor. The policy in the past was to put little used periodicals on the fourth floor, but this is no longer the case. Since there is very little expansion room on three, some new periodicals are now placed on the fourth floor.

We recommend one alphabetical arrangement for all periodicals, whether on the first or seventh floors. If some periodicals are housed in separate areas, special markings may be needed to cope with problems encountered in shelving. In addition, patrons would be inconvenienced because of the necessity of consulting the cardex file for the location of a particular periodical.

G. Card Catalogs

There are 34 main card catalog units dispersed in two bays in two-unit, three-unit, and four-unit rows, plus 11 card catalog tables between the units. This unit arrangement leaves room for growth with the least amount of shifting. The medical catalog and the analytical card file of classed series are separated from the main card catalog on the floor plan by two six-seat tables.

A partial bay between the card catalogs and the periodical ranges can be utilized for terminals by removing seating. Also, the number of reference tables may be lessened or the area condensed to gain added space for terminals and printers. This may become necessary when the card catalog is closed and we have the capability of being online but have not completed retrospective conversion of all records in the card catalog.

H. Circulation Office/Procedures Area

Circulation is currently using approximately 1200 square feet. The proposed plan gives Circulation 1029½ square feet (29' x 35½') in the southwest corner of the first floor.

A door will be opened onto the breezeway where the window wall turns to form the beginning of the breezeway wall. All books cleared by Circulation will move to the second through seventh floors, none to the first floor. This door will enable the book trucks going to the stacks to flow with pedestrian traffic and across the breezeway to the elevator. Book trucks can also service the book drops, which will remain in their present locations. The door should match the other heavy aluminum doors in the breezeway, and could possibly by recessed somewhat or hung to open inward to avoid accidents with pedestrains in the breezeway. This should be cheaper than opening a door into the lobby wall, which would necessitate cutting through the marble facing and the concrete block wall. The wall appears to have an electrical conduit which may come from overhead or may run parallel with the floor.

The lobby was measured in all directions in an effort to put the Circulation Office/Procedures area in the lobby. Unless the Circulation Office/Procedures area is drastically cut in size, it will not fit in the lobby. Traffic flow of book trucks would also be difficult to accommodate in the lobby.

Circulation should be moved from the northwest to the southwest corner to: locate reference materials within a well defined area, place reference staff services in front of the access doors, place the card catalog in the foreground and adjacent to reference services, place indexes and abstracts as near the reference service desks as possible and adjacent to the larger group of periodicals, and control access to future outside elevators which would service the first four floors. The plan cannot be "flipped over" because of the stairwell and the present office; the periodicals arrangement would awkward, and some sections would be lost.

I. Unsolved Problems of the First Floor

The Library should decide whether or not it can afford the space that the Circulation Office/Procedures area takes up on the first floor.

There are 12 sections of unclassified material in the present Reference Department office which should be evaluated and possibly weeded or transferred. Some of this material might go to Reserves or be placed in vertical files in the first floor reference area.

A classroom for bibliographic instruction and library orientation should be located on the first floor next to the reference area. This room could also be used as a seminar room for University of Miami faculty teaching a class on a library-related subject. This problem needs to be addressed when an addition to the Library is planned.

IV. FIRST FLOOR STATISTICS

LOBBY

The area under the main staircase is approximately 700 square feet. The present Circulation Department (excluding the Reserve area) occupies about 1200 square feet of space.

REFERENCE

Service Area for Reference and Periodicals

Theses catalog = 8 card catalog drawers
Reference shelflist = 30 card catalog drawers
Card file of periodical holdings = 30 card catalog drawers
455 square feet = (17' x 27') - 4 (pillar)

Reference Tools

We used six-seat tables as a measurement tool because there is such a variety of tables for the current reference tools.
Each atlas case measures 2'7" x 2½' x 3'9"
The present Reference Department has 5 file cabinets, which should be transferred to the first floor. They measure:
1 (letter size) measuring 1'3" x 2'4½" x 4'4½"
3 (legal size) measuring 1½' x 2'4½" x 4'4½"
1 wooden (legal size) measuring 1'8½" x 2'4" x 4'3½"

Indexes and Abstracts

The third floor periodical indexes and abstracts consist of:
3 units with 6 sections 3 shelves high (measuring 2'1½" x 9'3½" x 3½') = 18 sections 3 shelves high
3 units with 8 sections 3 shelves high (measuring 2'1½" x 12'3½" x 3½') = 24 sections 3 shelves high
1 unit with 10 sections 3 shelves high (measuring 2'1½" x 15'7" x 3½') = 10 sections 3 shelves high

= 52 sections 3 shelves high = 26 sections 6 shelves high
plus
6 index tables (2 measuring 2'3" x 7½' x 4'2½" and 4 measuring 2'3" x 5' x 4'2½")
7½ shelves of the NY Times Index on a long counter = 1 section 7 shelves high
a double 3 section range with 6 shelves each = 6 sections 6 shelves high

Thus, the third floor periodical indexes and abstracts can be converted into regular shelving of 33 sections 6 shelves high plus 6 index tables.

The science indexes and abstracts consist of:
54 sections 7 shelves high = 63 sections 6 shelves high
TOTAL: 33 + 63 + 6 index tables = 96 sections 6 shelves high plus 6 index tables

OFFICES

Each office measures 14' x 17½' = 245 square feet by actual inside measurement.
Each office measures 13½' x 17½' = 236½' square feet on the floor plan.
The lines on the plan are off by 1'.

WORK AREA AND OFFICE SPACE

The two free-standing cabinets together measure 6'½" x 1'11½" x 6'9½"

PERIODICALS

Current Unbound Periodicals

14' x 34' = 476 square feet

CARD CATALOGS

Medical catalog = 45 drawers (3 units of 15 drawers each)
Analytical card file of classed series = 75 drawers (5 units of 15 drawers each - 1 unit is empty)

CIRCULATION OFFICE/PROCEDURES AREA

The present Circulation Department (including the Reserve area) occupies about 2016 square feet of space (56' x 36'). Reserves occupies about 800 square feet of this space (20' x 40'), and pillars take up another 12 square feet. Therefore, the Circulation Department (excluding Reserves) occupies about 1204 square feet of space.

The Circulation Department, excluding all present Reserve materials, is composed of:

12 sections of shelving
1 long counter unit with built-in cabinets and typewriter stands
4 circulation counters
2 file cabinets
2 four-seat tables
1 six-seat table
2 index tables
4 individual carrels
1 baffle
5 desks
2 typewriters
14 book trucks (approx.)

V. FLOOR PLAN OF THE SECOND FLOOR (See next page)

VI. SECOND FLOOR ARRANGEMENT

A. Cataloging Department

There is a 6½' aisle between the serial cataloger's desk and the range which divides Cataloging and Acquisitions. A stack range has been recently removed to provide extra space for the Cataloging Department. The Cataloging Department has been allocated an extension of 320 square feet on the floor plan, in the direction of the binding/mending area.

Our task force recommends that three members of the periodicals technical processing unit be moved to the Cataloging Department. Part of the extra space in the Cataloging Department can be utilized for three desks, three sections of shelving, and space for the Harris computer terminal currently used for producing the periodical printouts. If this division of the periodicals technical processing unit is made, additional shelving and table space may not be needed. If extra space does prove to be necessary, shelving and table space can be provided in the Acquisitions serials section where there is adequate room.

B. Binding/Mending

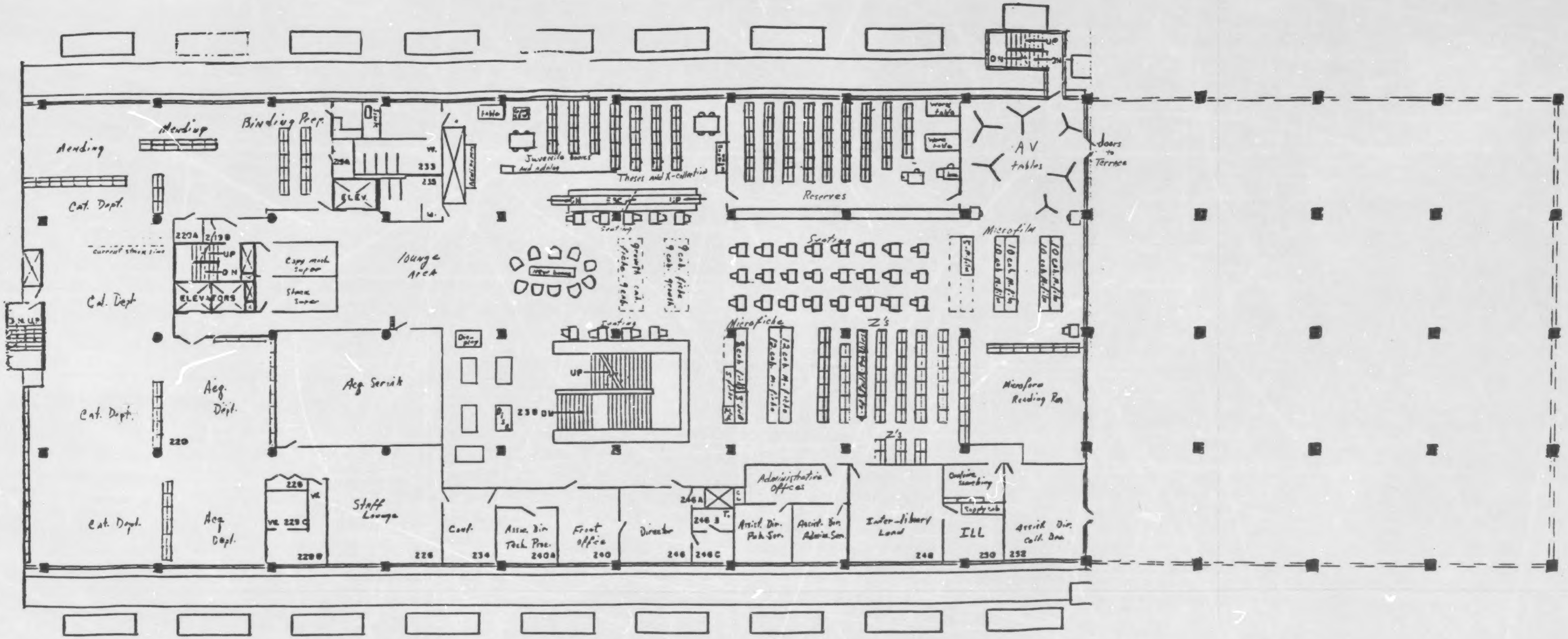
The wall between the present bindery preparation area and the Administrative Services office should be removed, as should the sink in the mending area. The area where the ADAS' desk is presently located should be enclosed, and turned into a walk-in closet with a sink. Shelving should be added along the interior walls and above the sink. Room 219A should continue to be used as closet space.

The Binding/Mending unit should move into the Administrative Services office to make room for the Cataloging Department to expand, and to be closer to the Otis elevator. With the bindery processing area adjacent to the Otis elevator, a better flow to and from the bindery will be achieved. The binder should be encouraged to use the Otis elevator, keeping in mind the 2,000 pounds certified weight capacity.

Our Task Force has proposed that one staff member from the periodicals technical processing unit be transferred to the bindery preparation area. There is currently adequate space there for a desk and a book truck.

Binding/Mending needs more closet space for supplies. Now, many of their supplies are in three separate free-standing cabinets, under the sink, and piled on the floor. If these supplies are stored on shelves in a closet and the larger containers placed in a designated storage area (such as the dungeon), more work space would be gained.

V. FLOOR PLAN OF THE SECOND FLOOR


Mending
Mending
Binding Prep.
Cat. Dept.
current stack line
Cat. Dept
Cat. Dept.
Cat. Dept.
229A
ELEV.
W.
233
235
W.
table
Juvenile books and catalog
Theses and X-collection
DN
ESC
UP
Seating
Reserves
AV tables
doors to Terrace
229A
229B
UP
DN
ELEVATORS
Copy mach. Super
Stack Super
lounge Area
growth cab. fiche - 9 cab.
9 cab. fiche 9 cab. growth
Seating
Microfilm
10 cab. M. film
10 cab. M. film
10 cab. M. film
10 cab. M. film
Seating
Display
Microfiche
12 cab. M. fiche
12 cab. M. fiche
Z's
Z's
Microform Reading Rm
UP
238
DN
220
Acq. Dept.
Acq. Servik
Acq. Dept.
228
VR
VR
229C
229B
Staff Lounge
226
Conf.
234
Assoc. Dir. Tech. Proc.
240A
Front office
240
Director
246
246A
246 B
T.
246C
Administrative Offices
Assist. Dir. Pub. Ser.
Assist. Dir. Admin. Ser.
Inter-library Loan
248
Online searching
Supply cab.
ILL
250
252
Assist. Dir. Coll. Dev.
DN UP
DN
UP
DN

C. Newspaper Display Area

There is one low counter of newspapers currently on the third floor. These newspapers are now left until they disappear, or are thrown away after a certain date. This low counter of newspapers is shown on the floor plan near the bathrooms and the copy machine.

These newspapers do not need to be housed inside the Reserve area. The unit which should service this material is still to be determined.

D. Copy Machines

There are three copy machines presently on the second floor; one for public use and two for staff use.
The copy machine used by the public should remain where it is presently located. The machine currently in the Reference Department should be placed in the new ILL area for staff use.

E. Juvenile Collection

There are 24 sections of juvenile books presently housed on the first floor.
The collection has its own card catalog. Cards for this collection are not included in the main card catalog.
The plan provides 29 sections for juveniles, which allows five sections for growth and expansion. There is a 4' aisle from the black partition to the end of the stack ranges.

The juvenile collection should remain as a separate collection, and should not be placed on a stack floor. If the collection is placed on a stack floor, it would be difficult to keep the juvenile books from being intershelved with the regular book collection.

F. Theses and X Collection

There are 17½ sections of theses and nine sections of the X collection.
35 sections have been allocated on the plan for theses and the x collection. This leaves 8½ sections for growth.

Theses grow about one section per year. The X collection grows at an unpredictable rate. Both collections should be housed in an open access area, but within an area where controls can be imposed if it becomes necessary.

G. Reserves

Currently, there are 18 sections of Reserve materials. A counter-height wall around the perimeter of Reserves should be constructed. The front walls running parallel to the windows need to be a service counter with shelving below. This shelving would provide space for supplies, the record collection recently transferred from the Music Library, materials currently housed in the Reference cabinet, etc. In this way, Reserves could be serviced from either of the two bays. 102 sections have been allocated on the plan for Reserves. Stacks have been placed one foot away from the windows because of heat and to provide space for some air movement.

The following materials are being proposed for inclusion in a Reserve area. This is being done to provide better service in one centralized area for certain materials. By number of sections, these materials are:

18 of current reserves
7 of newspapers (Miami Herald, Miami News, NY Times located currently in third floor Periodicals)
36 from third floor cage (18 of Cuban material, 6 of science fiction material, 12 of periodicals)
36 for bindery hold (currently located in the back work area of Periodicals Dept.)
2 of telephone books (currently in Reference Department)
½ of accounting test books (currently in Reference Department)

= 99½ sections of Reserve materials

The current Reserve area is composed of 50% audio-visual material, 25% library reserve books, 12½% personal copies of professors, and 12½% xeroxed periodical articles.

The seven sections of newspapers to be housed within the enclosed Reserve area are kept only until the microfilm copy arrives and then are discarded. This is a no-growth collection.

The 36 sections of materials currently in the third floor cage should be evaluated to establish which materials need only supervision or control as opposed to those materials which qualify for inclusion in Special Collections.

Bindery hold consists of all incomplete non-current volumes of journals which are held till replacement issues arrive so that the volumes can be bound. There are 12 very crowded sections of bindery hold for the third floor periodicals. A total of approximately 36 sections will be needed to accommodate the periodicals from the first, third, and fourth floors. We have allocated on the floor plan the amount of room that the staff working with bindery hold materials thinks is necessary. Because space is so tight in Reserves, it is recommended that bindery hold be limited to those materials which are truly difficult to control.

The 102 sections allocated for the enclosed area of Reserves will be a very tight fit. Additional space could not be given to this area because microforms will grow dramatically, and space for seating can not be reduced as it is severely curtailed on the floor. Additional growth space is needed, so it is suggested that bindery hold be reduced in size and/or that some of the 36 sections of materials from the third floor cage be sent to Special Collections.

At present, a majority of the staffing of the reserve desks is done by Circulation non-professional staff and work/study students. In the proposed plan, Reserve personnel will be responsible for servicing a great deal of additional material and equipment. Therefore, additional staffing will be needed which will require additional space not allocated on the floor plan. Two desks, two work tables, and two file cabinets have been allocated for the Reserve area.

Reserves will not fit into the current Reference Department and ILL work area. 1,500 square feet has been allocated for the Reserve area, and only 1,047 square feet is available in the Reference and ILL work area.

The concept of Reserves in this plan does not include a locked-off secured area, but provides for control of certain materials during the hours the Library is open. With Reserves on the second floor, security after closing should not be a problem.

Students using the tapes placed in the Reserve area need seating near electrical outlets to plug in the tape recorders. Seating has also been provided in front of Reserves for use with RUO (room use only) materials. This seating can be increased by using double individual carrels, but the view of the user would be blocked.

H. Audio/Visual Tables

There are four units for video cassettes and two units for records.
These units are on rollers.
These units should be placed on the second floor as shown in the floor plan.

Electrical current should be run only from the walls and pillars. If this is a dry floor area, this bay should be carpeted. This would help keep down the noise of the six units and would enable electrical current to be run along the floor.

I. Terrace

There are two major choices for the terrace: close the terrace, thereby helping to solve the security problem; or beautify the terrace by replacing old furniture with new, cleaning the area, etc. The terrace could be secured by construction of a seven to eight foot high grillwork around the perimeter.

J. Microform Cabinets

There are five full sections of boxed microforms currently on the third floor which can be housed on five of the seven sections enclosing the microform reading room.

The microforms have been separated by type and have been placed in different areas on the second floor for two reasons: each type is serviced in a different manner, and it is necessary weight of the cabinets throughout the room. The floor load capacity of the second floor reading room is 115 pounds/sqaure foot. The average weight of an empty microfiche cabinet is 300 pounds: twice the weight of books. It is to be hoped that if the cabinets are dispersed throughout the room, the floor will not be overloaded.

When drawing the microform cabinets on the floor plan, we used an average size for each microform type. The estimates are not low; if anything, we have slightly overestimated the sizes. A five foot aisle has been left between the window wall and the first group microform cabinets and between each additional group of microform cabinets.

The growth room for microfiche and microfilm cabinets has been dotted in on the floor plan. In the meantime, this growth area should be used for individual carrel seating (14 carrels could be added) or for comfortable seating.

The amount of seating available on the second floor needs to be increased.

All microforms have been brought together on one floor in an attempt to centralize the location of the equipment and the personnel who know how to operate and repair it. No space has been allocated for offices or a work area for microform personnel.

1. Microfilm

There are two microfilm cabinets in the Government Publications Department, and 43 microfilm cabinets in the Periodicals Department.
45 microfilm cabinets have been placed in the bay between the audio/visual tables and the microform reading room, with 15 sections allocated for growth.

The six orange cases of microfilm should not sit on top of another full cabinet of microforms because of the heavy weight load on the floor. These six units weight approximately 170 pounds each when empty. An alternative storage method must be found.

2. Microfiche

There are 32 microfiche cabinets in the Government Publications Department and 10 cabinets in the Reference Department. The Science/Engineering Department has three shelves of microfiche, and the Reference Department has two shelves of Newsbank (recently cancelled) and college catalogs that are located on one individual carrel.
42 microfiche cabinets have been placed adjacent to the new administrative offices, with 39 sections allocated for growth. The microfiche currently housed on shelves can be placed on the section enclosing the microform reading room. The college catalogs should remain on an individual table.

In government publications, microfiche will be the rule rather than the exception in the future. In 1982, an estimated 35,000 titles will be distributed on microfiche. A regional or large depository library such as ours will need four new cabinets (ten drawers each) to house this increase in 1982. Ten cabinets have been purchased to house back years and in anticipation of this growth. Each weighs 315 pounds when empty. The future growth rate is unpredictable.

The college catalogs are used more heavily, and in a different manner, than other microfiche. They can be placed on an individual carrel adjacent to a pillar in the microfilm storage area, or, if closer security is desirable, they can be placed on an individual carrel near the Reserve area.

3. Microcards

There are 96 drawers of microcards in the Government Publications Department, and 55 drawers and one cabinet of microcards in the Periodicals Department.
Six microcard cabinets have been placed adjacent to the Reserve area.

There are 11 empty cabinets on the mezzanine that were ordered to hold prrof slips. We recommend that the microcards currently housed in card catalog drawers be moved into five of these cabinets.

Judging by current trends, microcards are not being received as frequently as other microforms and therefore will need very little growth room.

K. Microform Reading Room

There are 23 microfrom machines presently in the library (19 in Periodicals and Government Publication, three in Reference, and one in Science/Engineering).
20 machines can be placed on double individual carrels in the microform reading room and three machines can be placed on individual carrels.

The microform reading room is enclosed by a double stack range of seven sections (to be used to store microfiche) and a double stack range of eight sections (inner sections to be used to store microforms, outer sections to house the Z's).

The stack range between the microfilm storage area and the microform reading room is recessed because of the ceiling light fixtures. This stack range could be moved closer to the microfilm storage area if the entire sequence of lights directoly above the stack range is cut off.

Lighting needs to be reduced, or tubes removed, from above this bay. There is a gap between the windows and the dropped ceiling. There could be a problem with light streaming throught the gap, but the microform reading room should be adequately darkened if the windows are draped.

L. Z's

A total of 74½ sections of Z's should be brought together on the second floor. There are 52½ sections of Z's (49½ from the stack tower, three from the first floor), plus 22 sections of national bibliographies.

The national bibliographies are currently housed in the Reference Department.

102 sections of shelving have been allocated to house the Z's. This will give 27½ sections for expansion (which is needed since the Z shelves in the stacks are tightly filled).

The national bibliographies have been placed on the second floor because they are heavily used by catalogers, accessible to the public, and close to ILL and Acquisitions. The second floor location also provides relief to the crowded first floor reference areas and places the national bibliographies together with all other Z's not included in that area.

M. Online Searching (COMPASS)

117 square feet have been allocated to COMPASS. COMPASS will need one desk (to hold a terminal), a file cabinet, three sections of shelving to house online reference tools, and comfortable chairs for patrons.

There is only one electical switch in the Reference Department's private office. A switch to control only the lights for the COMPASS office will be needed, and a new switch installed to control only the lights in the ILL office.

There is an air conditioning vent above the wall which divides COMPASS and ILL which will supply air conditioning to both rooms. The dividing wall should be as high as possible, yet not interfere with the vent.

COMPASS has recently obtained additional equipment which can also be housed in this area.

N. Interlibrary Loan

ILL is currently part of the Reference Department and occupies approximately ½ of the work area.

642 square feet has been allocated for ILL. This includes a section in the current reference area measuring approximately 21½' x 22', plus additional space of approximately 13' x 13' in the back of the Reference Department's private office. This small room could be used as an office for the ILL librarian.

The allocated area is all the space those presently involved in the ILL believe will be needed in the future for staff and work area growth. There is an airconditioning vent in the larger room. A supply cabinet is needed and can be placed in the smaller room, but it may retard the air flow from the air vent above even if the cabinet is lower than the dividing wall.

The IBM copy machine presently located in the reference area should be left in the ILL area because ILL uses it heavily, Acquisitions and Cataloging need copy machine facilities when they use the national bibliographies, COMPASS uses it to make copies of computer searches, Reserves needs to duplicate reserve lists, and the three Assistan Directors will need it for office use.

If the Reference department needs a copy machine for their staff members, they should retain the old machine and a new one should be purchased for ILL. ILL staff would prefer a copy machine that would do large page and two-sided copying; the staff would spend less time copying and postage costs would be reduced.

O. Administrative Offices

At present, the three assistant directors have individual offices scattered on different floors of the library.
Two offices measuring approximately 13' x 13½' each have been allocated for the Assistant Director for Public Services and the Assistant Director for Administrative Services, with a common reception area. The office of the Assistant Director for Collection Development has not been moved.

This plan attempts to centralize the library administration on one floor and allows them to share secretarial staff. The office of the Assistant Director for Public Services has been placed on the second floor with the other Assistant Directors.

Unfortunately, we could not allocate space for all the assistant directors in one area without removing walls and adding doors. All walls have been left standing in the current reference area (which would hold all the Assistant Directors, COMPASS, and ILL). If it is not too expensive, this area might be rearranged to bring the Assistant Director for Collection Development next to the other assistant directors.

A cabinet measuring 4' x 2' can be built for supplies at the end of the receptionist area. This is where the Reference Department has two free standing cabinets which will move to the first floor reference work area.

There are two air conditioning vents in the present reference work area but only one vent to serve the administrative offices. This vent is approximately nine feet from the glass wall. When the offices are built, the walls should be adjusted accordingly so that the vent is placed where both offices and the reception area meet. Thus, partition walls could be placed several inches below the ceiling and air conditioning would be supplied to each of the three areas.

P. Display Cases

There are six display cases at the head of the stairs. These cases have been left as they are.

This area could be interchanged with the new book/browsing area. However, the double range which houses the new book/browsing area is taller than the display cases and more solid and would therefore block the view of the paintings on the wall.

Q. New Book/Browsing Area

This area consists of one double range with three sections on each side, and chairs for relaxed reading.
We recommend setting up the area as shown on the floor plan.
Couches and coffee tables may be added, if desired.

This area could be interchanged with the display cases, but this plan provides a better pedestrian traffic flow and does not block the paintings on the wall.

A lounge area should be placed adjacent to the mural, keeping in mind the traffic flow from the escalator, elevator, and both stairways. A one by three foot plant divider should be placed in the aisle next to the Acquisitions serials wall in order to swing the pedestrian traffic away from the staff door.

R. Lounge Area

Comfortable seating and coffee tables should be added to create a lounge area near the mural.

S. Unsolved Problems of the Second Floor

In order to assign a specific amount of space to the Reserve area, it will be necessary to reach an agreement with regard to the length of time an incomplete periodicals volume should remain on bindery hold.

A determination should be made as to the desirability of retaining the newspaper display area.

The weight of the microform cabinets is a serious problem. The average weight of an empty microfiche cabinet is 300 pounds. However, the floor load capacity of the second floor reading room is only 115 pounds/square foot. The floor underneath the microfiche cabinets on the proposed floor plan is overloaded.. The weight of all the microform cabinets needs to be determined, and an architect or engineer should decide if we can compensate for the overload by scattering the cabinets throughout the room and leaving wide aisles to help distribute the weight. If this is possible, a formula should be devised and distributed to the appropriate Library personnel.

Space needs to be allocated for the office and work area of the personnel who oversee the materials and equipment on the second floor.

VII. SECOND FLOOR STATISTICS

CATALOGING

30' x 14' = 320 square feet

BINDING/MENDING

The certificate in the Otis elevator has a capacity of 2,000 pounds.
Bindery desks measure 5' x 3' x 2'5"

NEWSPAPER DISPLAY AREA

The lower section of Newspapers measures 1'11" x 10'4" x 3½'

JUVENILE COLLECTION

Juvenile card catalog measures 2'9" x 1'5" x 4'8 3/4"

RESERVES

Contents of current reserves:

1 desk measuring 3½' x 2½' x 2'5"
2 file cabinets measuring 1'6¼" x 2'1" x 2'5"
2 typewriters
2 six-seat tables
18 sections used to house reserve material
3 sections for supplies
2 sections for records recently transferred to the Music Library (now occupies one very tight section). Has its own catalog (on counter top).

There are 3 shelves of material appropriate for Reserves in the reference cabinet (the rest is coats and reference supplies).

(54' x 28') - 12' of pillars = 1,500 square feet allocated to Reserves

(22' x 46') + (2' x 17½') = 1,047 square feet = area in current Reference and ILL area

AV Tables

video cassette units: 3'11" each side x 7' wide x 4'8½" tall
(diameter 8'8" to include seating)
record units: 2'11" each side x 6½' wide x 4'9" tall
(diameter 8'3" to include seating)

MICROFORMS

There are 5 sections of shelves with microforms (microfiche or microcards) in boxes in the third floor work area.

Assume cabinets listed below are metal unless otherwise stated.

Microfilm

# of cabinets	type	width	depth	height
2	GP (9 drawers)	1'8"	2'4"	4'3"
8	cataloged per.	1'8"	2'4"	4'2 3/4"
3	cataloged per.	1'8 3/4"	2'4½"	4'4"
6	periodical	1'8"	2'4"	4'2 3/4"
1	periodical	1'8 3/4"	2'4½"	4'4"
19	periodical	1'8"	2'4"	4'2 3/4"
6	periodical	1'8¼"	2'4 3/4"	4'4"

The average measurement for each cabinet is 1'9" x 2'5"
20 microfilm cabinets measure 17½' x 5'
The 6 orange file cabinets currently located on top of the microfilm cabinets measure 1'11 3/4" x 2'4½" x 2'9". Each one contains 5 drawers.

Microfiche

type	# of cabinets	width	depth	height
GP	17	1'3"	2'4½"	4'4½"
GP	10	1'9¼"	2'4½"	4'9½"
GP - AEC	5	1'3"	2'4½"	4'4¼"
annual reports	1	1'1¼"	2'3½"	4'5"
annual reports	4	1'4"	2'4½"	4'4"
annual resources	5	1'1"	2'4½"	4'4½"

The average measurement for each cabinet was taken to be 1'10" x 2'5".

From Russ Bassett Company catalog, page 3:
5 drawer unit (very similar to orange cases)
= 23 3/4" x 28½" x 27 7/8" = 170 pounds when empty
From Russ Bassett Company catalog, page 5:
MF-10-3 = 10 cabinets ordered for gov't docs (10 drawers each)
= will hold approximately 81,000 fiche each
= 21½" x 28½" x 57½" = 315 pounds when empty
The catalog states that each drawer is designed to operate effectively at 150 pounds/square foot.

Microcards

type	# of cabinets	width	depth	height
cataloged per.	1	1½'	2'4"	4'4"

type	# of drawers	width	depth	height
GP	15	2'10"	1½'	1'1½"
GP - wooden	20	2'9"	1'3"	2'9"
GP - wooden	60	2'9"	1'3½"	1'1¼"
has a wooden top 2" high. Also 4 empty drawers and 3 missing drawers.				
cataloged per. - wooden	45	2'9"	1'3"	1'1¼"
cataloged per. - wooden	10	2'9"	1'3"	1'1¼"
has a wooden top 2" high, and wooden base 2'9" x 1'7" x 1'3". Several drawers are empty from each of the last two entries.				

These microcards presently stored in card catalog drawers should be refiled into 5 proof slip cabinets measuring 1'1" x 2'4½" x 4'4½". Each proof slip drawer will hold approximately 4' of card with about 2" extra. There is a total of 150 drawers, each holding about 13" of microcards. 13" x 150 = 1950" = 162.5'.

Each proof slip cabinet has 10 drawers. 10' x 4' = 40' of material can be held in each cabinet. Need 5 proof slip cabinets plus 1 microcard cabinet.

MICROFORM READING ROOM

There are 23 machines in the library:

1 slide machine in Science
3 newspaper index readers on the third floor
6 microfilm readers on the third floor
10 machines in the microfilm room on the third floor
3 microfiche readers in Reference
23

The new reader tables on the third floor are arranged in units of 3, measuring 2'11¼" x 9'¼"

New microform machines have been recently added to the library. They are not included in this count.

Z's

national bibliographies by section: Mansell (9), NUC Author (4), L.C. subject (3), British Museum (4), Bibliotheque (2) = 22 sections

52½ sections = 34½ stack regular, 15 stack folio, 3 Science folio

ONLINE SEARCHING (COMPASS)

117 square feet = 13' x 9'

INTERLIBRARY LOAN

(21½' x 22') + (13' x 13') = 473' + 169' = 642 square feet
ILL currently consists of 4 desks, 2 phone lines, 2 electric typewriters and 1 manual, 2 terminals and 1 printer. One more printer is desirable as well as a copy machine and a private office for the ILL librarian.

ADMINISTRATIVE OFFICES

Whole unit measures 574 sq. ft. Each assistant director's office measures approximately 13' x 13½' = 175½ square feet
CD office measures approximately 18' x 22'' = 396 square feet
We are using 22' on the plan as the depth of each room. The plan varies from 22' to 22½'.

DISPLAY CASES

Each display case rests on a four-seat table. Total measurement of each display case is 3½' x 6' x 3'3½"
37' x 16' = 592 square feet = area of display cases

NEW BOOK/BROWSING AREA

double range measures 9'4" x 2'1" x 3'7¼"
each comfortable chair measures about 2½' x 3'
two-seat couch measures 4'8½" x 2½' x 2'4"
magazine coffee table measures 3'11 3/4" x 1'5 3/4" x 1'4½"

VIII. FLOOR PLAN OF THE THIRD FLOOR (see next page)

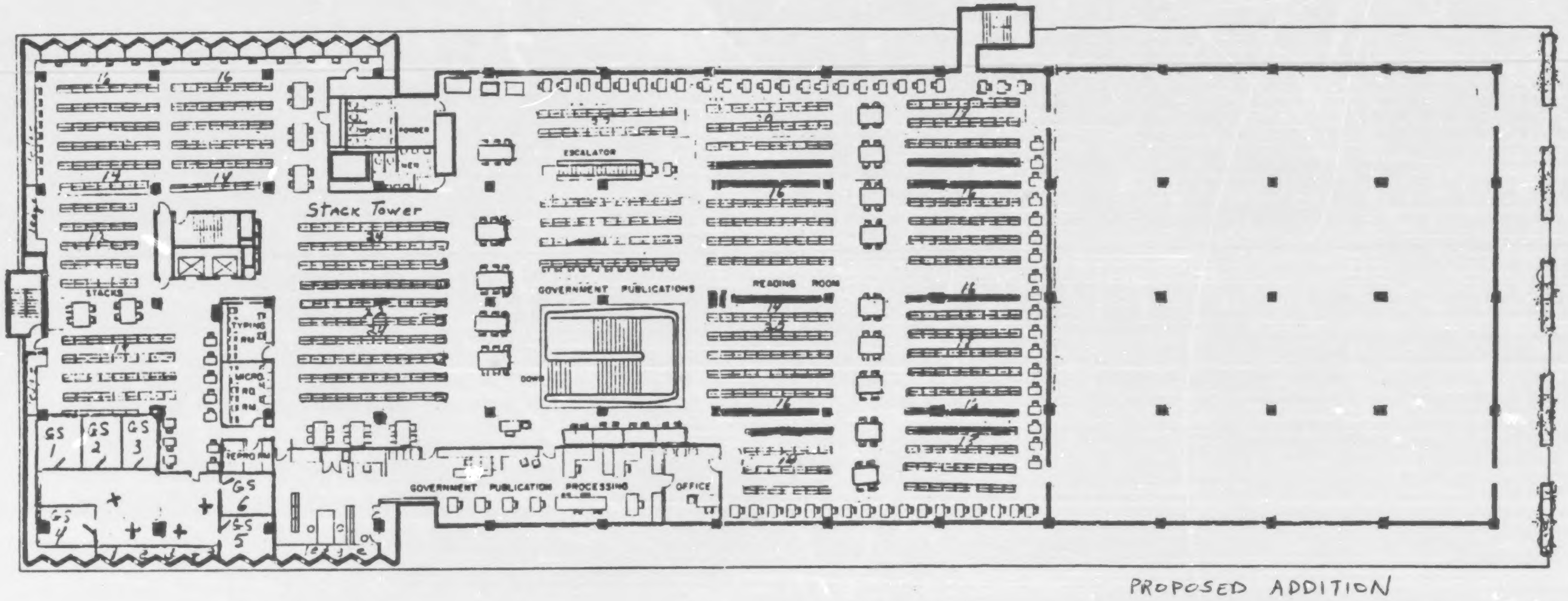
IX. THIRD FLOOR ARRANGEMENT

A. Government Publications

As of March 1982 there were 736 sections of government publications (428 on the third floor, 308 on the ninth floor). 38 sections of shelving have recently been added to the third floor government publications area, bringing the total number of sections to 774.

The plan provides 848 sections for government publications in the stack area and six in the office. This supplies 80 sections for growth and expansion. Four index tables have been placed to the south of the reading room stairwell, with their backs along the government publications processing area. 28 sections of index ranges have been placed at the beginning of the government publications book stack area (adjacent to the stairwell where the periodical indexes and abstracts are presently located). These ranges have extra wide shelving which the patrons can use as a mini-table area.

VIII. FLOOR PLAN OF THE THIRD FLOOR


16
16
14
14
12
STACKS
14
Stack Tower
34
TYPING RM
MICRO RO RM
GS 1
GS 2
GS 3
GS 4
GS 5
GS 6
REPRO RM
WOMEN
POWDER
MEN
ESCALATOR
GOVERNMENT PUBLICATIONS
DOWN
GOVERNMENT PUBLICATION PROCESSING
OFFICE
READING ROOM
16
16
16
16
PROPOSED ADDITION

THIRD FLOOR PLAN

In this plan, the reading room area has been converted into a stack floor in an attempt to unify all government publications in one floor, and to provide adequate space for growth and expansion. Six-seat tables have been placed between the government publications area and the stack tower area in an effort to make a clear division between the two sections.

The Government Publications Department will gain all the office space and technical processing area presently on the floor. A soundproof wall should be build to separate the government publications work area from the group study rooms. It is anticipated that this space will meet the needs of the Department. A government publications reference desk has been placed where the periodicals reference desk is presently located. Their card catalogs can be expanded into the area now occupied by the periodicals holding file.

There are several shipments of government publications arriving in the mail every day. With the newspaper microfilm cabinets removed from their position along the wall separating the microform room and the typing room from the exterior stack ranges, there should be no pro lem with the receipt of mail.

The floor load capacity of the third floor reading room is 115 pounds/square foot. This information was received after this proposed floor plan was completed. An architect or engineer should be consulted as soon as possible to establish exactly how many ranges can be placed in a bay, and what size aisles must be left to achieve 115 pounds/square foot. We believe we have overloaded the reading room area, and estimate it will affect approximately 164 sections of stack ranges in the government publications area (the stacks with shading on the floor plan). This would reduce the total number of stack sections proposed for government documents to 684, which will not house their current 768 sections proposed for the reading room area. This is a grave problem which must be studied by an expert.

B. Copy Machines

There are currently three copy machines on the third floor. There should be two copy machines on this floor, located where the third floor copy machines are presently located.

C. Stack Tower Area

1. Stacks

There are presently 544½ sections (59 on the first floor, 485½ in the stack tower) of non-reference book stacks with the classification A through D. This plan provides 558 sections for the third floor stack tower area. 15½ sections are provided for growth.

The floor load capacity of the upper stack tower floors is 150 pounds/square foot, and the floor load capacity of the third floor reading room is 115 pounds/square foot. It is assumed (but should be verified with the architects) that the stack tower area on the third floor (not designed as a stack tower floor) is 150 pounds/square foot; not 115 pounds/square foot. The aisles between the stack ranges on this floor are approximately 33 inches. The front book stack ranges (nearest the reading room stairwell) are probably overloaded, but perhaps the weight is compensated for by the wide aisle that separates the stack tower area and the reading room area. These ranges are longer than those found anywhere else in the Library except for those on the ground floor.

The stack tower area has been converted into a stack tower floor, as nearly as it could be, while retaining the typing room, adding the group study rooms, etc.

2. Group Study Rooms

There are currently ten group study rooms on the first floor, one being used as a work area by the Science/Engineering Department. These rooms are arranged in one long line.
Eight group study rooms have been designated for the third floor. Six have been built using the walls and doors currently forming the group study rooms, and two have been formed by converting the microform and typing rooms into group study rooms. There are six group study rooms located in the former bindery processing area.

Walls forming the old bindery processing area will continue to stand as they do now, but one should be added behind the group study rooms numbered five and six. This would divide the government publications processing area from the group study area, and provide a back wall for these two group study rooms. Consideration should be given when building this wall to soundproofing these areas.

Extra facings for the group study room doors will have to be purchased. This will be necessary since the group study rooms are not remaining in a single line arrangement.

An acoustical ceiling tile, plus proper lighting, is already in place. It is desirable to carpet the group study area to absorb sound and thus reduce noise, but this should not be done until the walls can be made waterproof.

The present double swinging doors into the old bindery processing area should have very large windows, and the right hand door (from the elevator side) should be permanently pinned, so that pedestrians leaving the group study rooms are not endangered by the swinging door.

3. Paperbacks

There are four circular units of paperback racks currently housed on the first floor. These four units have been placed in the group study room area. They are represented on the floor plan with a capital +.

The paperback racks have been placed in the group study room area in an attempt to concentrate the noise in one area. Short display racks could be built on the zigzag ledges to accomodate the growing paperback collection.

4. Reproduction Room

Currently used for periodical and microfilm technical processing. Convert into a typing room, or a group study room.

The door between the group study room six and the reproduction room needs to be closed up or locked. There is a 27¼" arch which needs to be sealed up, or a specially made door added. Students could enter this room through the hallway between the microform room and the reproduction room.

There are wall cabinets which will have to be removed if this room is to function as a typing or group study room. The lighting is good, but the light switch needs to be moved (it is located next to the door separating group study room six and the reproduction room).

5. Microform Room

Currently being used to house microform machines. Convert into a group study room with a six-seat table.

The lighting is indirect, with no overload lighting available. Lighting would have to be changed, and the appearance of the room should be made more appealing.

A wall with a door should be built across the depth of the microform room, forming a corridor for students to use to enter the typing room (currently the reproduction room) and for more direct access to the group study rooms and paperbacks. Possibly, one of the walls with a door currently being used to form the group study rooms on the first floor can be extended to create this wall across the microform room.

6. Typing Room

Currently being used as a typing room. Convert into a group study room with a six-seat table.

The lighting is very good and bright. It is direct lighting.

7. Removal of Stack Walls

The walls that enclose the stairwell and elevator shaft and connect with the typing room wall should be removed. It is less costly to add two doorways than to tear down walls (basic cost differential is the handling and hauling of the debris). In this case, the additional cost of about $1300 is worth the gain. Five more stack sections would be gained by placing free standing stack ranges where these walls stand, rather than single-faced ranges on each side of the existing walls. Fewer upright supports would be used in constructing the ranges, thus causing less weight. The added weight of the walls would also be removed. This would open up the area, make the stairwell and the elevators much more accessible, and the stairs more visible. Patrons may even be encouraged to use the stairs and lighten the elevator load.

It is recommended that these walls be removed before any shift of materials is made. All remaining walls should be removed when an addition is built, and the old building is renovated (e.g., the typing room, group study rooms, and microform walls). This would create another stack floor of the stack tower exclusively for book stack use.

D. Seating

As shown on the floor plan, there are eight seats located along the ledge on the western or back wall of the building. The seats are crowded, there is little to no leg room, and there is a problem with water leaking through the walls. This is not appropriate seating for students; therefore no further seating was added across this wall. It is possible that his ledge could be used for student lockers, shelving of elephant folios, supply cabinets for little used supplies, etc., if the walls are made watertight.

Along the northern (parking lot) zigzag wall in the stack tower, there was seating proposed for 22 students when the building was first constructed. Individual carrels should be made by putting up partitions, and placing one seat at each carrel. This would create a row of 12 individual carrels.

E. Unsolved Problems of the Third Floor

It is not certain that the third floor reading room area will be capable of housing the material presented on the floor plan. This problem should be investigated by an architect or engineer.

In 1981 it was estimated that 1,000 feet of shelving per year was needed for growth space for government publications. Recently, much of the material has been arriving on microfiche. As a result, it is likely that the area set aside for printed government publications may not expand as rapidly as previously anticipated. If the printed formats are reduced, the microform area will expand even move rapidly than anticipated. It is hoped that a trend in growth will be established prior to the final drafting of an addition to the building.

In this report the paperback collection has been placed in teh group study room area on the third floor. It would be preferable to locate this collection in a more accessible and visible area such as the first floor.

Lockers ought to be provided on the third floor.

X. THIRD FLOOR STATISTICS

GOVERNMENT DOCUMENTS

736 + 38 = 774 sections

The government publications index area consists of 28 sections of index ranges and 4 index tables measuring 3' x 7½' x 4'6½". The wall from the door to the processing area to the corner office wall is 39'4". The 4 index ranges total 30' in length. About 10" of the glass along the processing wall would be covered. The government publications librarian does not feel this would be a hindrance. This would still leave a walkway of 7'. It is 10' from the wall to the stair area. At one point, a pillar takes up 2'3" of the walkway (still leaving an adequate 4'9" walkway).

There are currently 774 sections of government publications. 768 sections have been placed in the open book stack area, and 6 sections will go into the government publications processing area.

The aisles on the third floor are 33" apart.

There are 16 cabinets filled with pamphlets with accession numbers. These can be placed on book shelves or remain in the filing cabinets, whichever takes up the least amount of room. The cabinets measure:

14 cabinets measuring 1'3" x 2'4½" x 4'4½"
2 cabinets measuring 1'3" x 2'1" x 4'4½"

Government documents also has 7 other filing cabinets, all with 4 drawers each.

1 with Florida Documents	1½' x 2'4½" x 4'4¼"
1 with Sup of Docs. no.	1½' x 2'4½" x 4'4¼"
1 with Sup of Docs. no.	1'3" x 2'4½" x 4'4¼"
4 with Sup of Docs. no.	1'2 3/4" x 2'2½" x 4'4"

The government publications processing area will be used to house 6 desks, 6 sections of ranges, 2 large worktables, 10 retention sections (not included in the total count of GP sections), and the receiving area. The retention sections are not counted in the book count because they are only a holding area.

There are 5 metal filing cabinets in the third floor work area (2 letter size, 2 legal size) that should remain. There is also an index file belonging to government publications measuring 1'1" x 2'4½" x 4'4½".

There are 6 units of 15 drawers each of government publications card catalogs (3 on swivels, 3 standing).

848 - 164 = 684 sections.

STACK TOWER AREA

Group Study Rooms

There are 9 walls and 10 doors, with a door panel 3" deep. The middle facing connecting each room measures 1 3/4". The 6 group study rooms on the third floor plans have been composed of 5 of the wall panels and 8 of the doors. The actual size of the 6 group study (GS) rooms are:

one 7'½" door x 14'1" wall
one 8'10½" door x 14'1" wall
four 9'½" door x 14'1" wall

This can be broken down into:

3 GS rooms using 2 wall panels and 3 door panels (all 9'½")
2 GS rooms using 1 wall panel and 2 door panels (one 7'½" and 9'½")
1 GS room using 1 wall panel and 1 door panel (9'½")

There are 2 walls and 5 door panels left from the creation of the group study rooms.

Paperbacks

There are 4 units of paperbacks. Their diameters measure 2'3" (one unit) and 3' (3 units). Approximately 2' is needed around the unit for browsing. Therefore, the units have been drawn with diameters 6'3" (one unit) and 7' (3 units).

Reproduction Room

actual inside measurements of the room are 7½' x 12'7½"

Microform Room

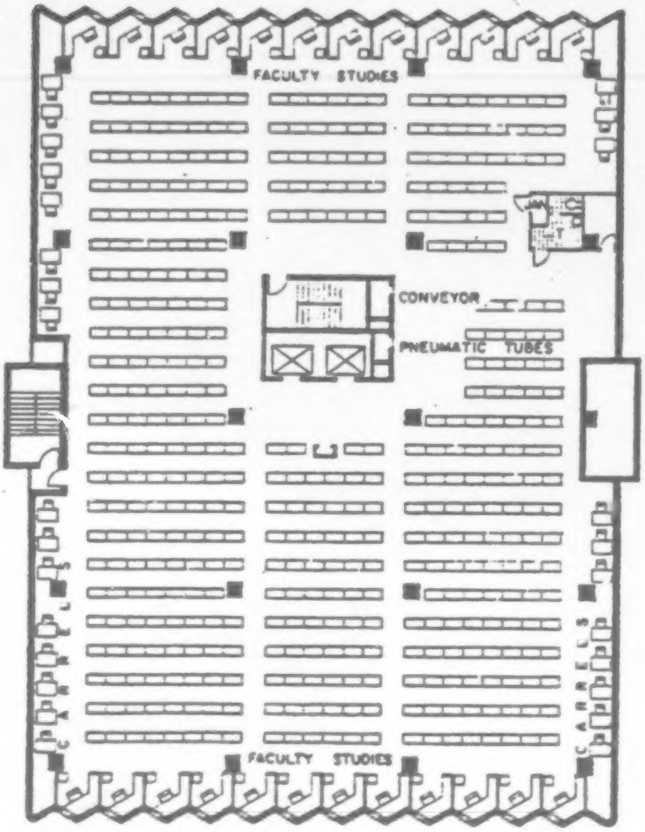
actual inside measurements of the room are 18'7" x 12'7½"

Typing Room

actual inside measurements of the room are 13'9" x 12'7"

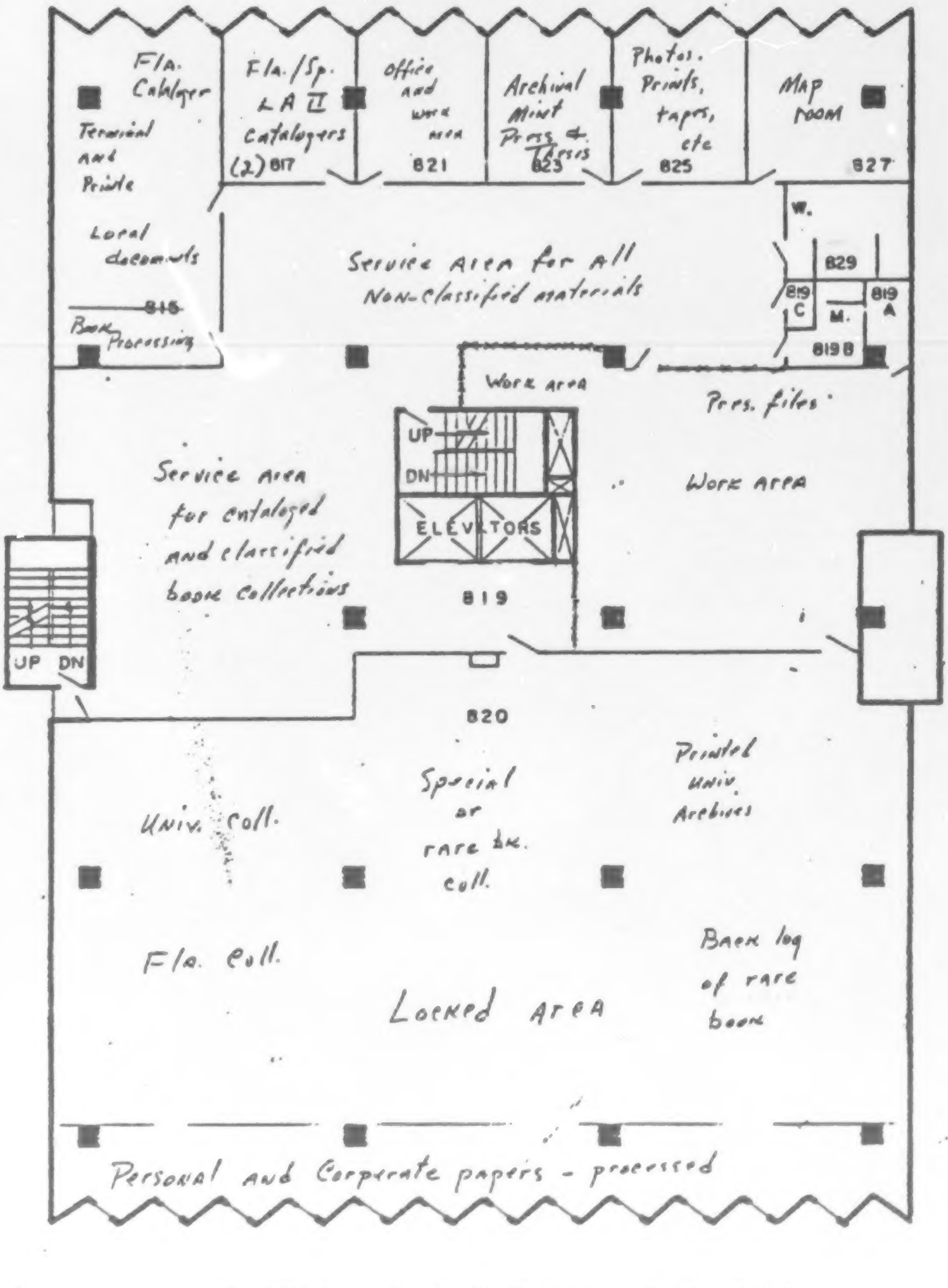
XI. FLOOR PLAN OF THE FOURTH-SEVENTH FLOORS

FOURTH THROUGH SEVENTH FLOOR PLANS


FACULTY STUDIES
CONVEYOR
PNEUMATIC TUBES
CARRELS
CARRELS
FACULTY STUDIES

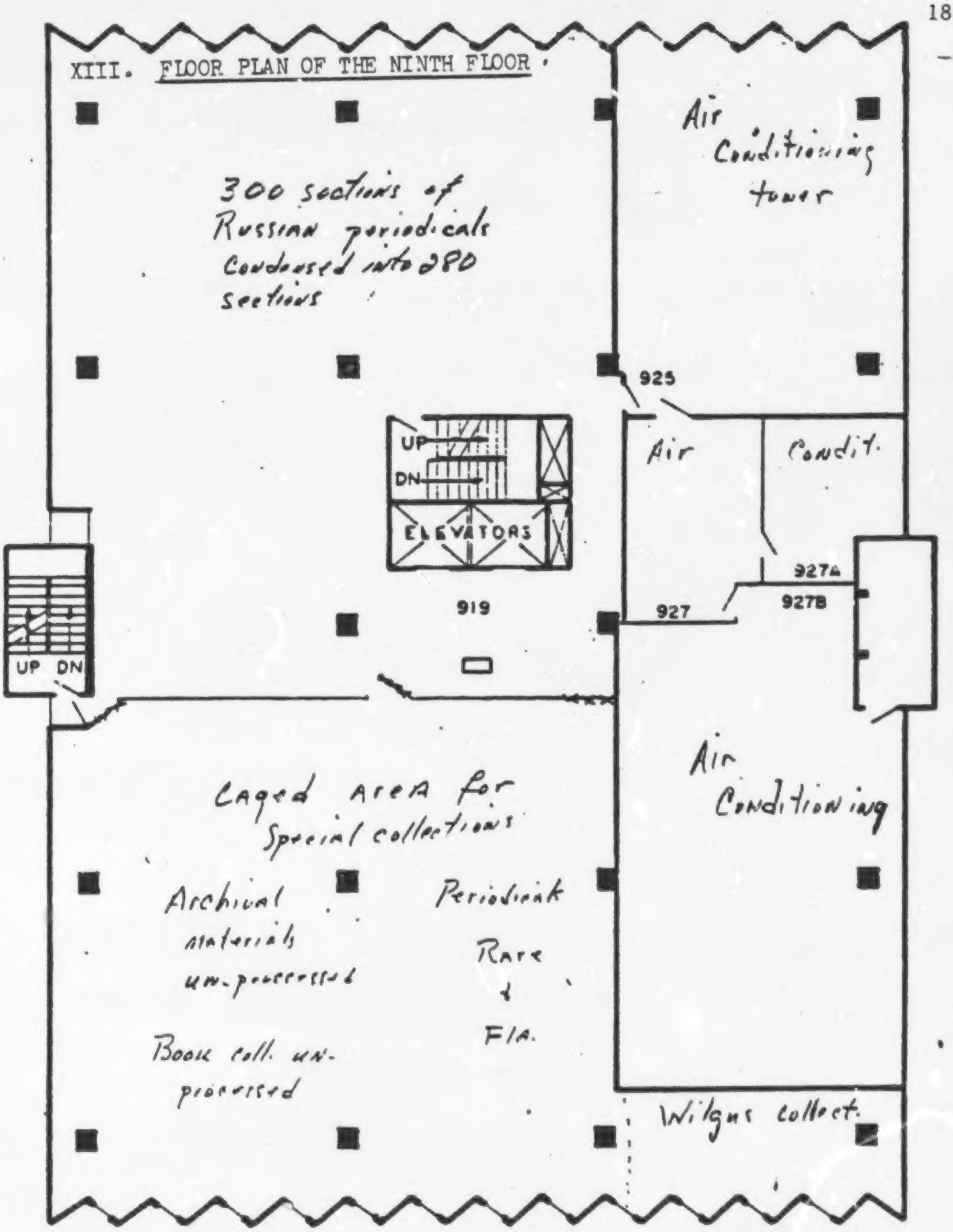
Each of the stack tower floors four through seven arranged as shown. Each floor has 844 stack sections, 24 built-in carrels, and 27 metal carrels.

XII. FLOOR PLAN OF THE EIGHTH FLOOR


Fla. Cataloger
Terminal and Printe
Fla./Sp. LA II catalogers (2) 817
Office and work area
821
Archival Mint Pres. & Thesis
823
Photos. Prints, tapes, etc
825
Map room
827
W.
829
819 C
M.
819 A
819 B
Local documents
815
Book Processing
Service Area for All Non-classified materials
Work area
Pres. files
UP
DN
ELEVATORS
Service area for cataloged and classified book collections
Work area
819
UP
DN
820
Univ. Coll.
Special or rare bk. coll.
Printed Univ. Archives
Fla. Coll.
Locked Area
Back log of rare book
Personal and Corporate papers - processed

8TH FLOOR PLAN

XIII. FLOOR PLAN OF THE NINTH FLOOR


Air Conditioning tower
300 sections of Russian periodicals condensed into 280 sections
925
UP
DN
ELEVATORS
Air
Condit.
927A
927B
927
919
UP
DN
Air Conditioning
Caged area for Special collections
Archival materials un-processed
Periodicals
Rare & F/A.
Book coll. un-processed
Wilgus collect.

9TH FLOOR PLAN

XIV. STACK TOWER: FLOORS 3-9

A. Stack Arrangement

The following is a count of the number of sections of books in the stacks (arranged by L.C. classification). This count was taken in March 1982.

Class	Stack Tower - regular	Stack Tower - folio	Summer 1982 shift	Total in stacks	MGRR/ Science	TOTAL
A	26½	13	1	40½	2	42½
B	149	4		153	23	176
C	20	3		23	3	26
D	252	17		269	31	300
E	98	8		106	17	123
F	112	14		126	10	136
G	44½	9½		54	9	63
H	301	58		359	33	392
J	72	8½		80½	7	87½
K	27½	4		31½	2	33½
L	78	14		92	16	108
M	32	4	½	36½	7	43½
N	46½	43	3½	93	8	101
P	632	18		6500	77	727
Q	167½	28		195½	87	282½
R	33	3		36	6	42
S	22	4		26	3	29
T	54	18		72	63	135
U	8	1		9	2	11
V	4	1		5	0	5
Z	34½	15		49½	3	74½
						2938

The first floor undergraduate and science books have been intershelved with the books in the stack tower.

Z's are primarily bibliographic material. The Z's have been located on the second floor. This places them near the first floor reference area, and on the same floor with the technical service staff.

For an alphabetical arrangement of stack floors 3-7 there are only two possibilities, A though V or V through A. Each is given below with advantages and disadvantages.

	A-V Revised 8/1/82		V-A Revised 6/21/82	
3rd floor:	A	42½ sections	Q	282½ sections
	B	176 "	R	42 "
	C	26 "	S	29 "
	D	300 "	T	135 "
			U	11 "
		544½ sections	V	5 "
				504½ sections
4th floor:	E	123 sections	N	101 sections
	F	136 "	P	727 "
	G	63 "		
	H	392 "		828 sections
		714 sections		
5th floor	J	87½ sections	G	63 sections
	K	33½ "	H	392 "
	L	108 "	J	87½ "
	M	43½ "	K	33½ "
	N	101 "	L	108 "
	P-PQ	327 "	M	43½ "
		700½ sections		727½ sections
6th floor:	PR-PZ	400 sections	B	176 sections
	Q	282½ "	C	26 "
	R	42 "	D	300 "
	S	29 "	E	123 "
			F	136 "
		753½ sections		761 sections
7th floor:	T	135 sections	A	42½ sections
	U	11 "	periodicals	577 "
	V	5 "		
	periodicals	577 "		619½ sections
		728 sections		

A through V: Advantages

1. Provides more growth room on the floors in a more even distribution.

A through V: Disadvantagees

1. The initial move will cause a greater use of the elevator.
2. By placing the Z's on the second floor, the alphabet is Z to A through V.

V through A: Advantages

1. An additional 108½ sections for periodical growth are provided on the seventh floor.
2. P's are not split.

V through A: Disadvantages

1. Not enough growth room is provided for the fourth floor. It will be only a short time before a floor shift will be required as well as a class split.

Which half of the L.C. classification system is most heavily used? What are the classes which are most heavily used in-house but do not circulate? What will be the impact on the elevator of each of the stack arrangements? Circulation statistics should be gathered in an attempt to answer these questions. The stacks should be recounted in December, after the stacks have been weeded of multiple copies, for a more accurate count of the number of sections in each class. Only through careful study can the answers to the stack arrangement be found. If additional space for new monographs becomes necessary, outside storage should be considered for lesser-used periodicals.

It is best not to split a classification number, but such a split will be a necessity if an alphabetical stack arrangement is adopted. Adequate growth room is necessary on all floors. Unless the P's are placed on a floor with no other class, they will have to be divided in the near future. Since the P's must be dividied, P-PQ and PR-PZ is a reasonable break. The criticism of an individual author is classed with the author's work, so there would be no conflict or split for literature of an individual author or a country.

There are three separate sections of ranges on each of the stack tower floors: left, center, and right. The books currently are shelved in an alphabetical sequence left to right across each of the three sections, with the folio books following each individual class. The books should not be shelved across the three sections but instead should be placed in an alphabetical sequence section by section. On each floor, the folio books for all classes on that floor should be shelved in a separate folio area. This will place the folio and regular sized books in separate areas on each floor. Materials will be easier to find, and easier to shift.

B. Stack Floors

Floors 4-7 will hold 844 sections each. The ninth floor holds 556 sections.

In-house phones connected directly with the Circulation Office/ Procedures area should be placed on each stack floor. Patrons can then call the office to find out the disposition of a book they cannot find. This should lessen the elevator traffic, make patrons happier, and patrons happier, and provide a means of verbal contact in cases of emergencies. One master switch (in the master switch box on the second floor) to switch off the carrel lights in the stack tower is also needed.

The elephant folio N's are currently housed on four metal carrels on the seventh floor. In quantity, these elephant folios are equivalent to one section of books, but an alternative method of storage needs to be found. The heavy weight of these books will bend the shelves in the stacks. Perhaps they could be placed on the base of several sections. These books need to be moved so that the carrels can be used for seating.

1. Seventh Floor

577 sections of lesser-used periodicals have been placed on the seventh floor.

A copy machine should be placed on the seventh floor. Students will not be forced to take the periodicals off that floor for copying, and it will be easier to keep the seventh floor periodicals from being mixed up and improperly shelved with the periodicals on the first floor. Less staff time will be used for reshelving the journals.

2. Eighth Floor and Caged Area of Ninth Floor

268 sections of Archives and Special Collections are presently housed in the caged area of the ninth floor.

The Archives and Special Collections, now housed on the eight floor, and the caged area on the ninth floor, should not be considered for any move until an addition to the Library is built. At that time, an area should be designed and constructed which will provide for security, and air and humidity controls especially designed for the protection, preservation, and conservation of archival materials, the Floridiana and University collections, and rare books.

3. Ninth Floor

There are 288 sections presently in the uncaged area of the ninth floor.

The uncaged area of the ninth floor presently houses the Russian periodicals. During the summer of 1982, these 300 sections of periodicals were condensed into 280 sections. If space continues to be a problem, the Russian periodicals should be placed in exterior storage.

XV. FLOOR PLAN OF THE RECEIVING ROOM, DUNGEON, ETC. (See next page)

XVI. OTHER BUILDING AREAS

A. Receiving Area (first floor)

Part of the receiving area should be caged to provide security for incoming materials. This area should be used for receiving and sorting book materials prior to processing, and for the evaluation archival materials before being routed to Archives. Many of the archival materials have to be fumigated, but each shipment needs to be checked and judged individually. In no case should books or archival materials that need fumigation be placed on the mezzanine or any other floor until after fumigation.

B. Dungeon (first floor)

The dungeon appears to be the best location for a tool shop. It can also be used as a storage area for little used equipment. Perhaps it is possible to vent this area to the outside through the air conditioning equipment area. It will be necessary to find out if dust from the tools (such as the saws and sander) is picked up by the air conditioning system and sent throughout the system.

C. (Old) Recording Room for the Blind (first floor)

This appears to be a good area to locate an in-house computer. It would be in an accessible area that could provide control of humidity, air conditioning, and dust. The in-house computer should not be too near the tool shop because of the dust. It should be in a soundproof room with an alarm system in case of overheating.

D. Room 119B and Room 126B (first floor)

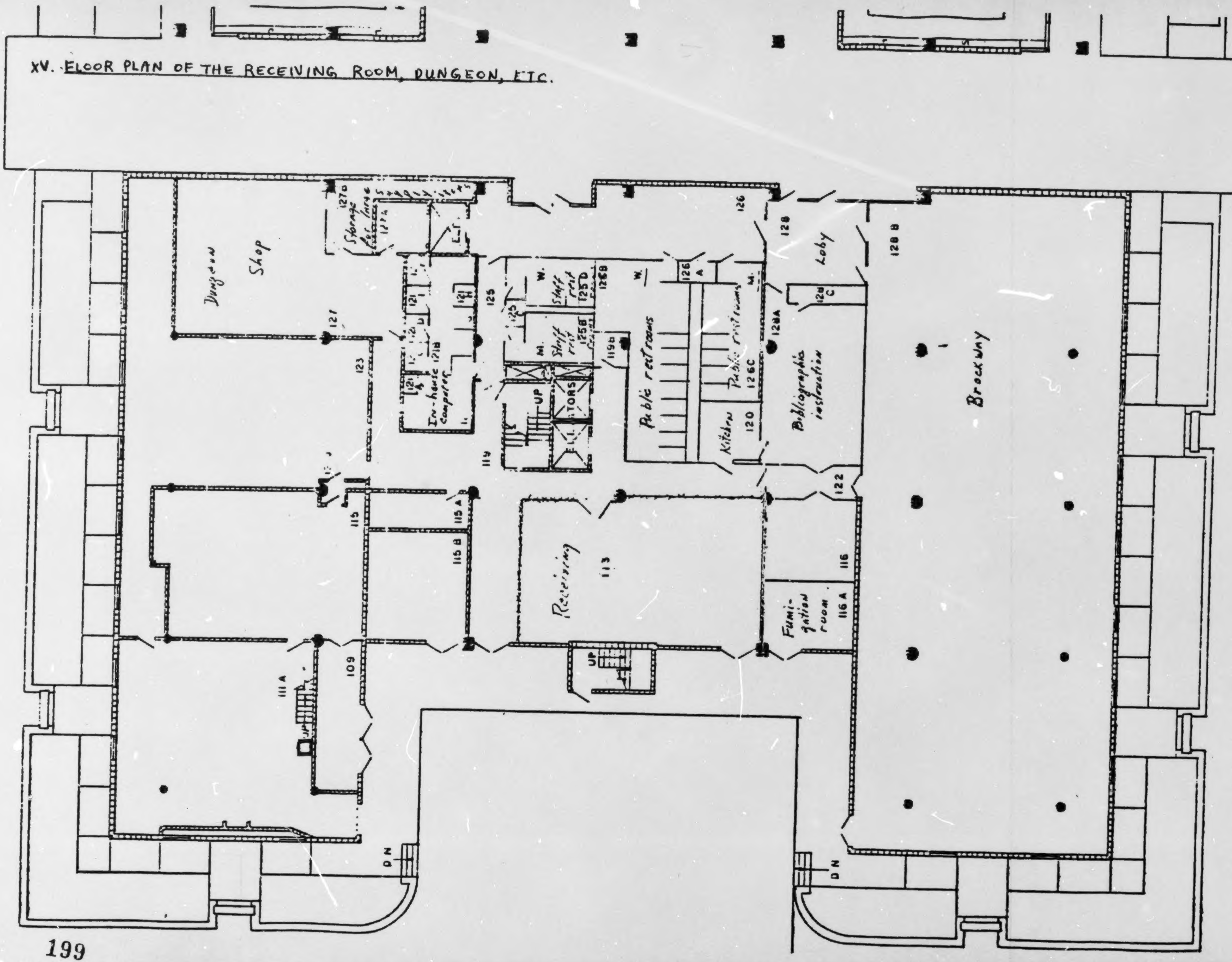
Room 119B can be eliminated and the women's public lounge area in room 126B can be reduced. This would open a direct passage to the elevator for books to be returned to the stacks after being cleared by Circulation.

E. Mezzanine

The mezzanine should continue to house newly received gift materials that are to be processed or sold, and to house each cataloger's backlog. If an addition to the building is not added soon, the mezzanine may have to serve as an in-house storage area for little-used materials.

The Chinese collection and its catalog should continue to be housed on the mezzanine until an administrative decision is reached regarding its disposition.

XV. FLOOR PLAN OF THE RECEIVING ROOM, DUNGEON, ETC.


Dungeon Shop
127a
Storage for large
127A
E.T.
121
121
121
121B
121 A
In-house computer
123
125
125
W.
Staff rest
125 D
126B
M.
Staff rest
125B
119b
UP
TORS
W.
Public restrooms
126 A
M.
Public restrooms
126C
Kitchen
120
126
128
Loby
128 B
128 C
128A
Bibliographic instruction
Brockway
119
122
115
115 A
115 B
Receiving
113
116
Fumigation room
116 A
109
111 A
UP
UP
DN
DN

An architect or engineer should be consulted to determine the weight load capacity of the mezzanine floor.

XVII. FIRST-NINTH FLOOR STATISTICS (seating, stack sections, square footage, etc.)

GENERAL TOTALS

total square feet in the library	193,000 sq. ft.
total square feet of proposed 2nd floor addition (as drawn)	11,664 sq. ft.
total square feet of proposed 3rd floor addition (as drawn)	11,664 sq. ft.
total square feet of proposed 4th floor addition (as drawn)	27,648 sq. ft.
total seating as of 1962	2,000
total seating as of 1982	1,579
total seating in proposed plan	1,130
total lockers on floors 4-9 currently	462

FIRST FLOOR

	Proposed	Current	Change
total seating - tables and carrels	488	688	-200
total seating - comfortable	---	---	---
total stack sections:	1237	---	---
Reference	177	206	-29
Indexes and abstracts	96		
Current periodicals	128	124*	+ 4
Bound periodicals	836	1413*	-577
total square feet:			
Service area for Reference and Periodicals	455	---	---
Circulation Office/Procedures area	1029½	1200	-170½

SECOND FLOOR

	Proposed	Current	Change
total seating - tables and carrels	109	281	-172
total seating - comfortable	---	---	----

---

* Total for Library.

	Proposed	Current	Change
total stack sections:	290	---	---
Juveniles	29	24	+ 5
Theses	35	17½	+ 8½
X-Collection		9	
Reserves	102	---	---
Z's	102	---	---
enclosing Microform reading room	22	---	---
total cabinets of microfilm	45	45	0
total cabinets of microfiche	43	43	0
total cabinets of microcards	6	---	---
total AV Tables	6	6	0
total square feet:			
Reserves	1500	800	+700
Microform reading room	616	---	---
current Reference/ILL work area	---	1047	---
Online searching (COMPASS)	117	---	---
ILL	642	---	---
Administrative offices including reception area	574	---	---
Collection Development office	396	396	0
Display cases area	592	592	0
New book/browsing area	320	320	0

THIRD FLOOR

	Proposed		Current	Change
total seating for 3rd floor	281		358	- 77
total seating Government publications area	97	127	231	-104
total seating dividing 2 areas	30			
total seating of stack tower	108	154	137	+ 14
total seating in group study rooms	46			
total stack sections:	1406		1067	+339
GP reading room area	848		570	+278
Stack Tower area	558		497	+ 61
total number of group study rooms	8		9	- 1
total number of paperback racks	4		4	0

FOURTH FLOOR

	Proposed	Current	Change
total seating - carrels	51	51	0
total stack section	844	844	0
total lockers	96	95	+ 1

FIFTH FLOOR

	Proposed	Current	Change
total seating - carrels	51	51	0
total stack sections	844	844	0
total lockers	96	96	0

SIXTH FLOOR

	Proposed	Current	Change
total seating - carrels	51	51	0
total stack sections	844	844	0
total lockers	96	96	0

SEVENTH FLOOR

	Proposed	Current	Change
total seating - carrels (elephant folio N's are on 4 carrels)	51	47	+ 5
total stack sections	844	844	0
total lockers	96	96	0

EIGHTH FLOOR

	Proposed	Current	Change
total seating	28	28	0
total stack sections	558	558	0
total lockers	24	24	0

NINTH FLOOR

	Proposed	Current	Change
total seating:	20	20	0
caged area	12	12	0
uncaged area	8	8	0
total stack sections:	556	556	0
caged area	268	268	0
uncaged area	288	288	0
total lockers:	56	56	0
caged area	28	28	0
uncaged area	28	28	0

XVIII. FURNITURE AND EQUIPMENT GENERAL MEASUREMENTS

Tables

four-seat tables measure 6' x 3½'
six-seat tables measure 7½' x 3½'
individual carrels measure 3' x 2' x 2'8½" (height varies)
new AV microform tables (3 per unit) measure 2'1¼" x 9'1¼" x 4'3"
slanted reference tables measure 2'7½" x 5' x 2'11"
double individual carrels measure 6'1" x 4½' x 4' and will seat 24 people inside of 1 bay (6 sets of 2 arranged in 2 rows) with 34½" aisles between each other and the stack ranges.

Lockers

There are 4 lockers per unit, and each unit measures 15" x 15" x 66"

Copy Machines

There are currently 7 copy machines in the Richter Library for patron use. Each one measures 3'7½" x 2'8" x 4'6½"

Dictionary Stands

Each dictionary stand measures 2' x 1'4" x 3'8"
There are 8 dictionary stands currently in the library.

Atlas Cases

There are 9 atlas cases presently in the library, each measuring 2'7" x 2½' x 3'9"

Two-seat couches

Each two-seat couch measures 2½' x 4'9" x 2'4½"

Coffee Tables

The coffee tables currently located on the first floor measure 4' x 1½' x 1'4¼"

XIX. COPY MACHINES

Copy machines have been placed in all of the reading room areas, and one machine should be placed on the seventh floor adjacent to older periodicals. Currently, there are seven copy machines in the library for patron use. Baffles must be provided around each machine to reduce their noise.

Next to each copy machine should be a counter with enclosed cabinets underneath for storage of the copy machine supplies. The paper supplies would be adjacent to the machines, yet not an eyesore. The counters could be used as work areas for patrons using the machines.

XX. LIGHTING

There have been complaints concerning the lighting throughout the library. Not long ago all lighting was cut back to save energy and reduce costs. The lights throughout the library were checked and some bulbs were out, but these were tagged (indicating that the bulbs are scheduled for replacement). ARA service leaves a lot be desired, but in general there are no bulbs which seemed below standard. 70 foot-candles of good quality light are recommended for reading and work areas.[1]

The Physical Plant's electrical department of the energy office should be requested to take light readings at various times of the day and night for all reading rooms, work areas, and carrels in the stack tower. The information thus gathered could be used to determine if additional lighting is needed.

XXI. SEATING

There were 2,000 seats available when the Library was dedicated on June 10, 1962. The current seating as of August 1982 is 1579, which is 11.4% of the student enrollment for 1980/81. The seating on the proposed plan is 1,130 which is only 8.16% of the student enrollment for 1980/81. The seating has been reduced over the years as additional stacks have been added. Currently, the seating is so below standard that it may prove a problem when the next Library evaluation is made.

Mason recommends that seating should be planned as "20 per cent of the maximum student body at one time for resident campuses; 10 per cent for commuting institutions."[2]

American Library Association standards recommend 25% of FTE student enrollment for residential campuses. Since enrollment is not expected to increase, we took 13,850 (total enrollment of undergraduate and graduate students at the University of Miami in 1980/81) as the base figure for the percentages above. ALA recommends that seating at index tables and other non-study seats not be included in the total seat count. To achieve a proper comparison, we have included seating at index tables and other non-study areas in our total seating count because this kind of seating was included in the 1962 count.

Seating will not be increased by converting four-seat and six-seat tables into the equivalent of individual carrels, but such action will provide more usable seats. This can be accomplished by the placement of a divider on top of the tables. These dividers will have to be anchored.

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[1] Ellsworth Mason, Mason on Library Building (Metuchen, N.J., Scarecrow Press, 1980), p.8.

[2] Ibid.

XXII. PARTIAL LIST OF ISSUES STILL TO BE ADDRESSED

1. Should the oversize designation in our OCLC profile be changed from 27 cm. to 30 cm.? To change the profile costs $34.00/hour.

2. We have not investigated interior design (furniture, color, graphics, etc.). If an addition is built, the Library should be renovated with these points in mind.

3. Lockers should be installed in staff areas for the convenience of Library personnel, particularly for those who have no permanent desk assignments.

4. The use of an outside storage area should be investigated. It would be possible to store the Russian and Chinese collections and selected monographs and periodicals.

5. In the course of our investigations, we "found" extra equipment in same areas that would perhaps be useful in other areas if its existence became known. We recommend that a section be allocated where all empty equipment is housed, so that duplicate purchases will not be made. Some examples of available equipment are:
    - the proof slip cabinets currently stored on the mezzanine
    - 1 microfiche cabinet in the back area on the third floor (measuring 1'3" x 2'4½" x 4'4½")
    - 5 file cabinets behind the elevator on the third floor. 2 are for legal sized materials, and 3 are for letter sized.

6. The Math Library does not now wish to be integrated into the Richter Library. If all periodicals are classified and cataloged, and intershelved with the books, such a move might be considered.

7. If the microforms are centralized, a special problem will be created for subject collections such as the Floridiana collection. Housing an item in a particular location by format rather than subject may lead to confusion and extra traveling from floor to floor on the part of the user.

8. Signs are needed *desperately* and should be placed to identify all service areas and traffic areas and traffice areas. Signs should be made in advance of any move so that they can be set up at the time of the move.

XXIII. CURRENT ISSUES REQUIRING ADDITIONAL INFORMATION

1. What is the weight load capability of the mezzanine floor and the second and third stack tower floors?
2. Will any principal utility lines need to be relocated if the proposed moves are implemented?
3. Are there any electric power lines in the block walls that we propose to remove?
4. Can a master switch be installed in the master panel on the second floor to control the carrel lighting on the stack floors?
5. Can a drive-up book drop be located in the Library building?

XXIV. SERVICE FOR THE HANDICAPPED

A library building survey was completed in April 1982 and a summary of the results is presented here as a state-of-the-art report of space and facilities for handicapped patrons within the Richter Library.

The Richter Library is strong in building access (including off-street parking, entrances and doors). All public service areas are readily accessible by elevators. However, there are many improvements that need to be made in regard to facilities for the handicapped patron, specifically the elevators, restroom facilities, water fountains, public telephones, and fire alarms. And when the library turns to an online catalog, will the handicapped patron be able to use the terminals?

At present, the Richter Library has no special services, programs, or equipment for handicapped persons. If the library decides to develop services to the handicapped, a listening room or soundproof area should be set aside (preferably on the first floor) which can be used to service the special needs of the handicapped student. This room should be equipped with oversized tables, equipment geared toward the needs of the handicapped, lockers for storing their material, and staff members able to provide individualized service. The room should also have sound-deadening material, and a light dimming capacity.

Policy and procedures statements would need to be developed, along with user guides and descriptions of the services offered. If services to the handicapped are increased the enrollment of handicapped students may increase. Does the University want this? These and other questions need to be addressed by the Library and other agencies on campus, all of whom need to work together to provide a common level of service. How generous does the Library wish to be with space, staff, and equipment? If the Library decides to work for and with the handicapped, staff attitude is one of the most important things to change.

XXV. FUTURE EXPANSION

The following sections of this report deal with suggestions for future expansion of the existing building with special emphasis on the addition of a fourth floor reading room. However, information received from the architects after the report was completed indicate that it is not structurally or economically feasible to add a fourth floor reading room without reducing the floor loading capacity below the level needed for library stacks.

We have nevertheless decided to present this portion as originally written since it contains much information regarding weight, measurements, and other statistical details dealing with library space, equipment, and materials. In addition, it would be desirable to incorporate many of these proposals into whatever new plans may be devised for a Library extension.

A. Reading Room Floors

The following explains in detail the square footage to be gained with the proposed additions. 1 bay = 27' x 27' = 729 square feet.

If the width of the floors remain the same, and the floors are extended in length to the column on the exterior of the ground floor, there will be 16 additional bays added to each of the second and third floors. This is a total of 11,664 square feet for each of the two floors (16 bays x 729 square feet = 11,664 square feet).

The proposed fourth floor as drawn will add 36 additional bays plus a little less than 4 half bays (each half bay measures 13' x 27')

36 bays x 729 square feet = 26,244 square feet
4 bays x 351 square feet = 1,404 square feet
= 27,648 square feet = total square footage of proposed 4th floor

If the additions to the Library are built as proposed above, then the total square footage of the Library will be increased by 26.41%.

If each floor can be expanded in width to the exterior columns on the ground floor, this could add another full bay on each side of the current and extended second and third floors. (Remember, the Library has been extended in length in above paragraphs). Each side would add an additional 9 bays (the count starts at the breezeway wall exterior column and continues to the exterior column towards the Ashe building).

2 sides x 9 bays x 729 square feet = 13,122 square feet
2nd floor possible total addition:
11,664 square feet + 13,122 square feet = 24,786 square feet

3rd floor possible total addition:
11,664 square feet + 13,122 square feet = 24,786 square feet

4th floor possible total addition:
27,648 square feet + 13,122 square feet = 40,770 square feet
= 90,342 square feet

If the addition to the Library can be extended in width as well as length, then the total square footage of the Library will be increased 46.81%.

B. Floor Plans for the Proposed Fourth Floor (See next three pages)

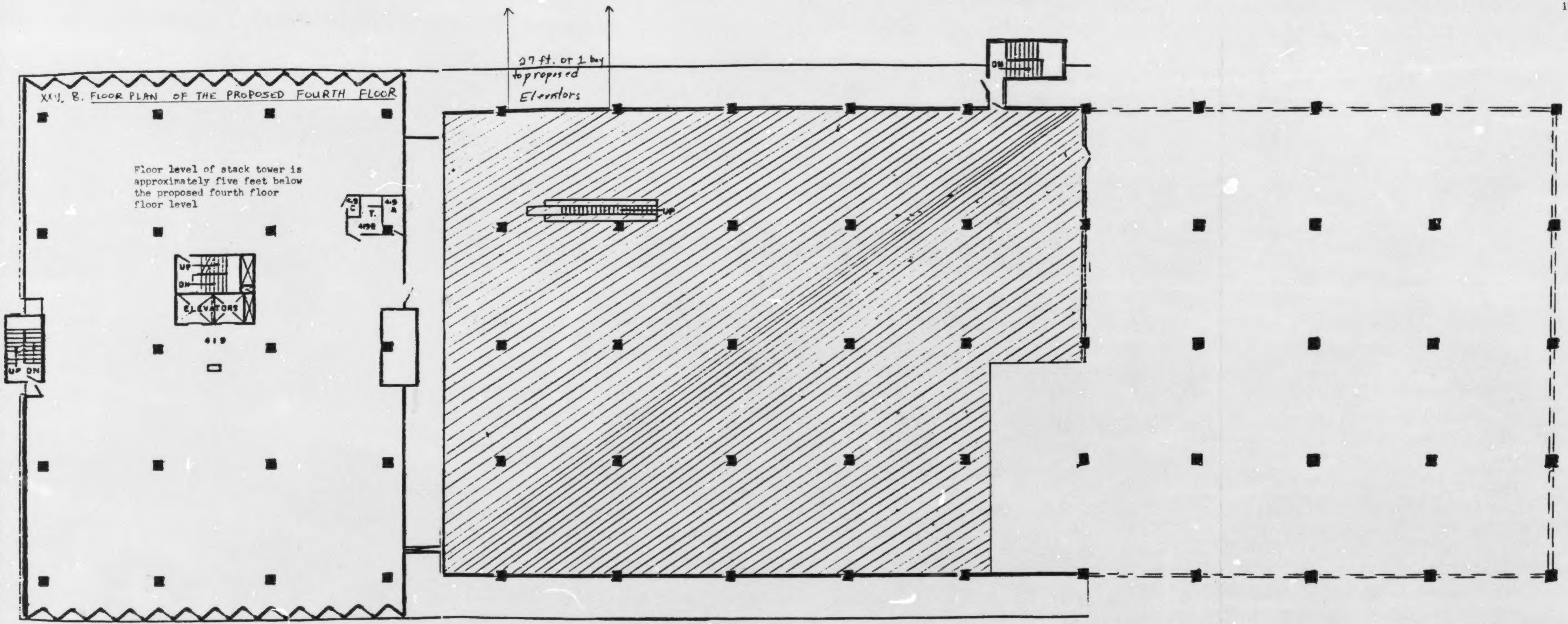
C. Fourth Floor Arrangement

It was proposed in a previous building report that Archives and Special Collections should be moved to the fourth floor upon the completion of the new addition. In Frank Rodgers' *The University of Miami Libraries Outlook for the 1980's*, he recommends: "...add a fourth floor above them to house Archives and Special Collections and perhaps some other facilities." (page 7).

The present fourth floor stack area is a typical stack tower floor with 844 sections of stacks, 24 custom-built carrels along the window walls, and conventional metal carrels along the solid walls. However, on this stack floor there is a door (adjacent to the air conditioning return) which opens onto a 6'6" wide open roof. This open space is formed by the outside wall of the stack tower and the wall that bears the roof of the third floor.

When the proposed addition of the fourth floor becomes a reality, it will join the stack tower, but not at the same floor level. There will be about a five foot descent by stairs to the fourth stack tower floor and about a five foot ascent by stairs to the fifth stack tower floor. This creates yet another physical characteristic of the building which must be addressed through planning. In essence this creates two separate fourth floor areas. This presents a problem for those in wheelchairs, for the movement of large or small deliveries of materials to and from the floor, and for use of book trucks between the two areas. A ramp and perhaps a small lift could be planned for in the addition. This would enable the handicapped to move from the new area into the stack tower area, or vice-versa. The central elevator in the stack tower area or a new elevator at the back of the building (loading platform) will have to function as the freight elevator to bring shipments of book and archival materials, furnishings, etc. to the new and higher level section of the fourth floor. At best, it will be difficult for Archives and Special Collection to function properly without an elevator behind the scenes. Most of the materials received are in bulk, and much of it is fumigated prior to being delivered to Archives and Special Collections.

In the outline of the proposed fourth floor plan, the narrow part between the stack tower and the shaded proposed addition forms the 6'6" division between the two areas. The addition as shown in heavy lines is the same as the present third floor. The lighter lines indicate the size of the addition proposed for the second and third floor extensions. The addition proposed for the second, third, and fourth floors extend these floors to the columns just outside the enclosed area at the far end of the ground floor. An architect should investigate the feasibility of extending the second, third, and proposed fourth floors to the columns which are outside the exterior of the ground floor. The width has not been extended in this plan, but it may be possible to



XXV. B. FLOOR PLAN OF THE PROPOSED FOURTH FLOOR

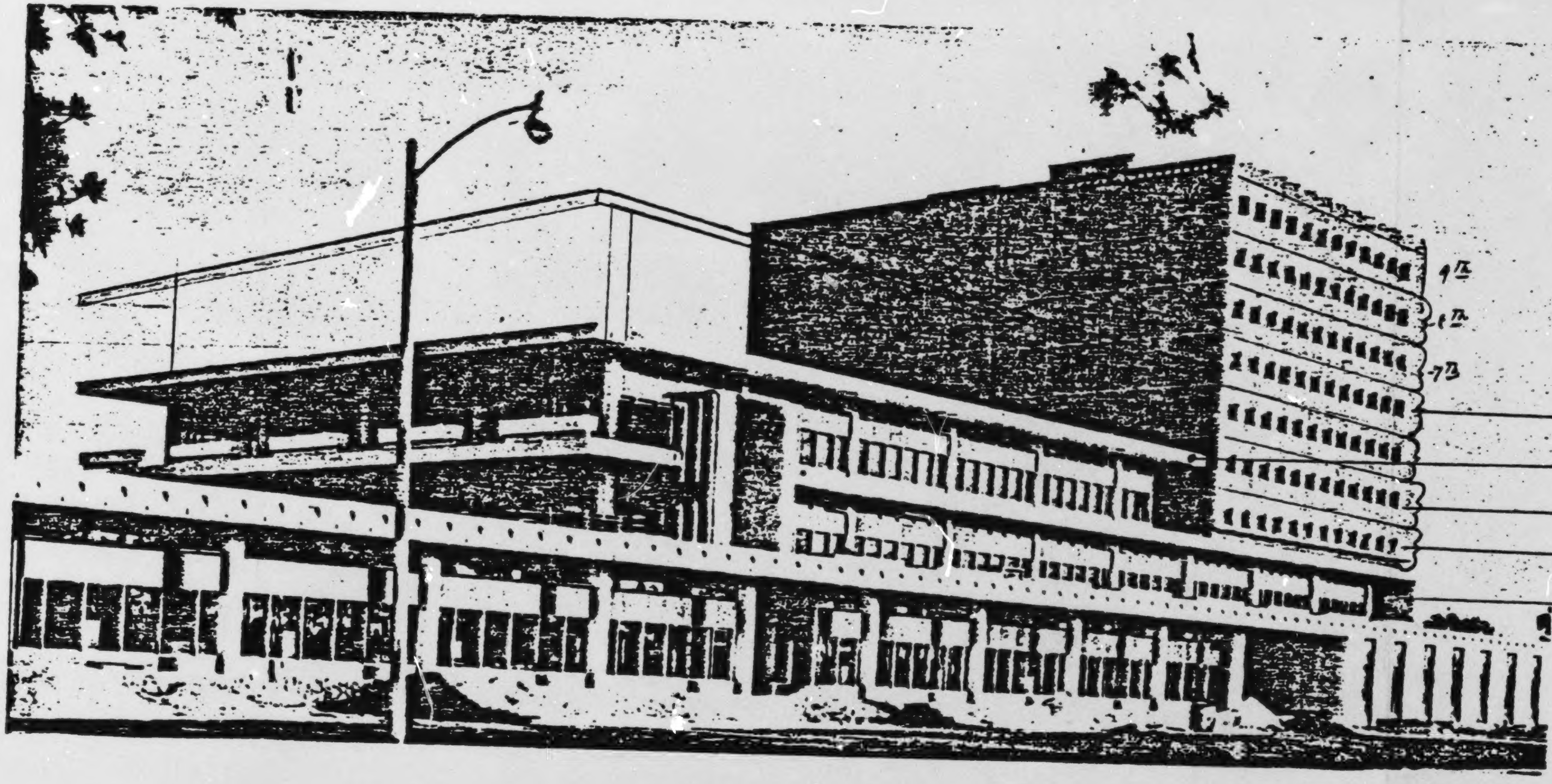
27 ft. or 1 bay
to proposed
Elevators
Floor level of stack tower is
approximately five feet below
the proposed fourth floor
floor level
4.9 C
T.
4.9 A
419B
UP
DN
ELEVATORS
419
UP
DN
DN
UP

Fourth Floor Stack Tower

Proposed fourth floor addition

Shaded area = equivalent
area now in use by Archives
and Special Collections

XXV. PROPOSED ADDITION

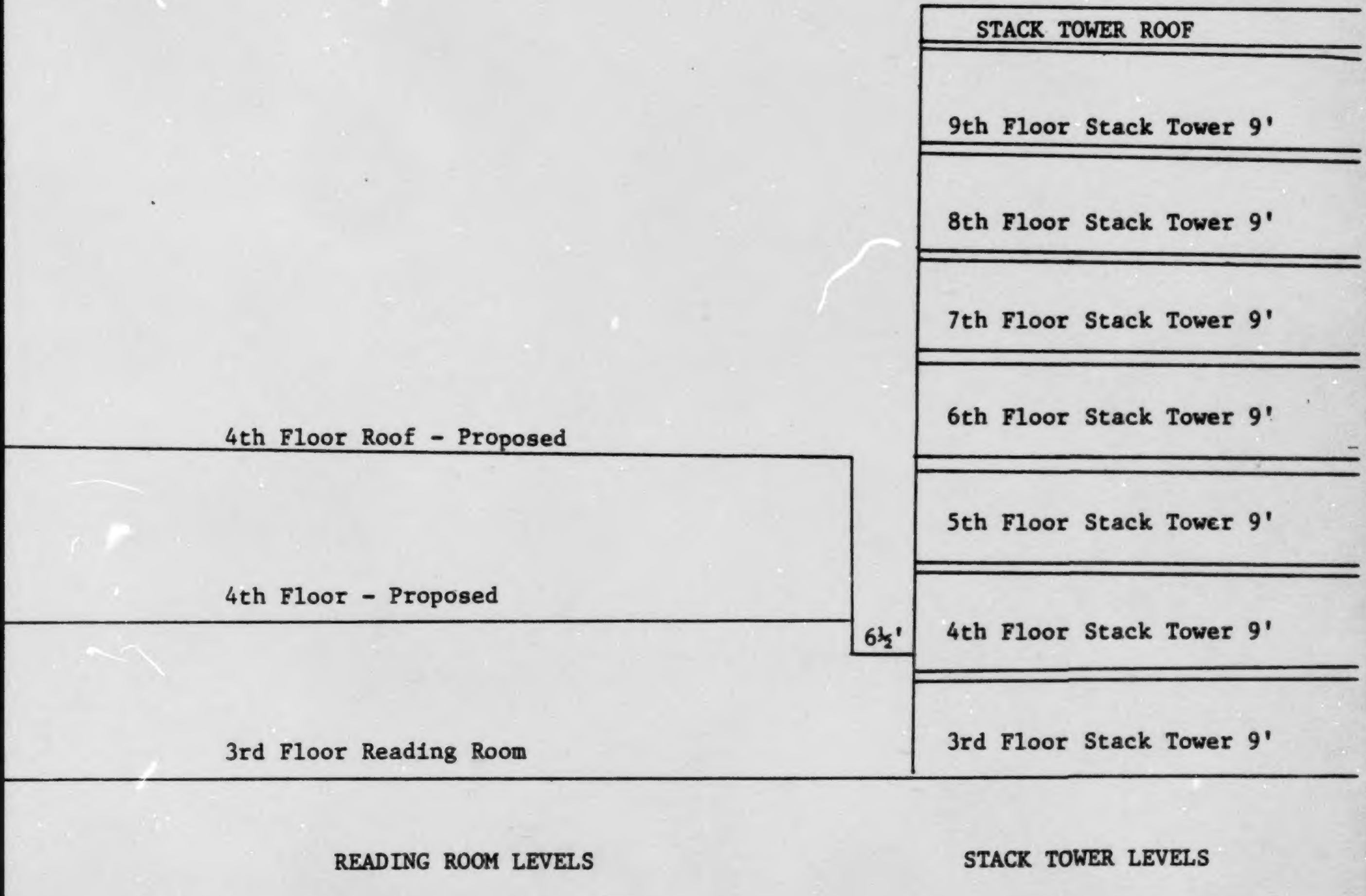

9th
8th
7th
Approx. location of the roof of the proposed 4th floor would be at or above
6th floor stack floor
3rd floor reading room roof
4th floor stacks
3rd floor stacks
2nd floor.

The Otto G. Richter Library near completion, May 17, 1962.

Note area between the 3rd floor reading room and the stack tower. There are 6 ft. 6 inches between the two areas.

PROPOSED ADDITION

The roof of the present third floor reading room is approximately five feet above the fourth floor stack floor, and the fourth floor stack tower ceiling is about four feet above the third floor reading room roof. The fourth and fifth stack tower floors will be accessible by a short flight of stairs, down to fourth, up to fifth.


STACK TOWER ROOF
9th Floor Stack Tower 9'
8th Floor Stack Tower 9'
7th Floor Stack Tower 9'
6th Floor Stack Tower 9'
4th Floor Roof - Proposed
5th Floor Stack Tower 9'
4th Floor - Proposed
6½'
4th Floor Stack Tower 9'
3rd Floor Reading Room
3rd Floor Stack Tower 9'
READING ROOM LEVELS
STACK TOWER LEVELS

extend the side walls of the second floor outward and the floors of the third and fourth floors to bear on the columns which are outside the exterior of the first floor. The architect should also provide weight load possibilities and capabilities. Can the fourth floor be built to carry more weight per square foot than the third or second floors carry?

The interior stairwell has not been continued to the proposed fourth floor. The sky lights should be removed from the third floor roof and the roof opening enclosed to form the fourth floor. Regardless of its architectural appeal, the stairwell takes up too much needed space and would also make security for the floor an impossibility. Each access point on this floor should be controlled by as few doors as possible, and by a security system.

The escalator should not be extended to this floor from the third floor for security reasons. The escalator was left on the proposed floor plan only as a guide to the area for the placement of a proposed new exterior elevator. The elevator would be behind the escalator on the wall next to the parking lot.

The shaded area on the proposed floor outline shows the amount of floor space currently in use by Archives and Special Collections. Its placement on the plan shows only that Archives and Special Collections currently occupies approximately the same area as the reading room area of the third floor. The enclosed Archives and Special Collections area should be placed on the far end of the addition.

When the collection in the stack tower begins to be weeded, in anticipation of the proposed move, it is expected that many sections of books will be transferred to Special Collections, as well as several additional sections of periodicals. In addition, as the condensed sections of numerical specials begin to be cataloged and dispersed throughout the classified sections, it is estimated that these materials will require at least twice as much space as they currently occupy.

The growth rate of Archives and Special Collections is sporadic and unpredictable. Planning for the new Special Collections area must include adequate space for storing large gift collections before they can be processed, and a processing area for books, periodicals, personal and corporate papers, photographs, prints, maps, tapes, films, etc. and University archives. If the above materials are to be preserved, the very latest in conservation equipment needs to be added. Hoods with exhaust fans are a must in order to eliminate volatile (and possible injurious) neutralizing sprays when de-acidifying paper and to carry off dust when cleaning. Large work tables are needed with mylar rolls for encapsulating de-acidified maps, prints, etc. All this equipment takes a great deal of space.

If these anticipations are even partly correct, about the only additional service which might be added adjacent to Archives and Special Collections on the proposed fourth floor would be the map collection, now handled by the Geography Department in the Merrick Building. It is certainly desirable from the librarians' view point to bring the map collection into the Library. This was the recommendation made by the last University-wide self study. By housing these materials in the Library, the maps will be made readily accessible to all members of the campus community. However, the location of map and map cases poses a weight problem, both for the general map collection currently in 304 Merrick and also for the rare, Floridiana and Caribbean map collections in Archives and Special Collections. The total weight of the two map cases in Archives and Special Collections is 1,516 pounds. There are three 5-drawer sections placed on each base. Each 5-drawer section weighs 241 pounds, the base 35 pounds. They measure 53 3/8" x 41 3/8" x 55 3/4".

The map collection consists of about 2,000 maps dealing with the entire world. The University of Miami is an official depository of the United States Army Map Service (AMS), which currently distributes their material free. The maps are of good quality, and there is a wide variety: topographical maps, large scale grid maps, maps of historical interest, etc.

The map collection is housed in four large steel cabinets with ten map tables located nearby. This collection (in its current state) can be housed in one 27' x 27' bay in the Library. The map collection is presently not in an environmentally controlled area. For the preservation and conservation of maps, humidity and air conditioning controls are needed. The maps needed to be organized, and put into an arrangement whereby the materials can be easily serviced.

Humidity and air conditioning controls are a necessity for Archives and Special Collections, maps, and microforms,. An air conditioning and de-humidifying unit solely for controlling the environment of Archives and Special Collections should be installed. It should be capable of a temperature of 68 + 3 and humidity of 45% + 3% which are nationally recommended standards.[3] Possibly the air conditioning machinery for Archives and Special Collections and for the remaining addition can be placed on the roof of the fourth floor, or perhaps on the ninth floor. In either case, the equipment and duct work must be placed in a secure area so that entry cannot be gained through the air conditioning system.

XXVI. BUILDING RENOVATION AND REMODELING

A. General Appearance

The general appearance of the Library needs to be improved on both the exterior and interior. The Library should re renovated when the addition is built.

B. Exterior Elevators

A bank of two or three elevators to provide direct access to the reading room floors should be added as soon as is feasible. The elevators should be placed in a location that provides additional access

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[3] Frank Rodgers, "The University of Miami Libraries: Outlook for the 1980's" (Report of the Director of Libraries, Coral Gables, 16 February 1982), p.6.

It is assumed that exterior elevators would be less costly and most certainly would cause less disruption for the user and the staff.

By placing the elevators on the exterior of the reading room area on the parking lot side of the building, the criteria mentioned above would be met. No final decisions should be made until the final draft of the fourth floor is on the drqwing board.

For security, the exterior elevators should open only onto the interior of the building. They should be fitted with two control panels: one high, and one low to accommodate wheelchair patrons. If it is not possible to replace the present elevators with faster moving equipment, then a bank of two or three elevators should be added at the back loading platform to serve the first throught ninth floors. High speed elevators are probably not desirable, but any elevators placed or replaced should move and not crawl.

C. Entrance

There is a new entrance for the Ashe Building being planned. This may give more validity to a previous proposal to close the breezeway. When the main entrance to Ashe is adjacent to the Library, it is possible that the traffic flow will change.

D. Sound Control

The floors should be carpeted throughout the reading room areas, wherever group study rooms are located, and in any heavily trafficked area where copy machines or OCLC terminals and printers are to be added. Carpeting will help control sound, but it cannot be expected to control noises generated by machinery (such as OCLC terminals and printers).

Technology is changing so rapidly that it is not possible to predict what kinds of sound controls will be needed by the time the in-house computer is in operation. However, it is imperative that adequate space for enclosed areas around all equipment be provided in the future addition. OCLC terminals and the current printers are quite noisy. Florida International University has had to construct walls to enclose their CLSI automated circulation system.

Within the addition, terminals and printers will be required in the card catalog area (they will eventually replace the care catalog) and on all floors, including the stack floors. It is also possible that terminals will be added in various areas of the campus. Machines of all kinds are noisy, and so are people. Every available acoustical development should be explored by the architects in order to solve the present and future noise problem.

XXVII. THE FUTURE WITH COMPUTERS

Computers are changing the need to go to a library. The computer is moving access to information out of one particular building and into other areas of campus, offices, homes, and wherever else it may be required.

When the Library has the capabilities provided by an in-house online system, it would be possible for technical processes to be housed in a different building. However, materials still have to flow from the Cataloging Department to the service areas. Perhaps, when retrospective conversion is completed and a new exterior elevator is added at the loading platform, the Acquisitions and Cataloging Departments could move onto the ninthe floor. The available space on the ninth floor is roughly equivalent in size to the space currently occupied by these two units.

With today's technology, it is possible that once the proposed extension is completed, no further addition will be needed for a long time, if ever.

XXVIII. FUTURE ISSUES REQUIRING ADDITIONAL INFORMATION

1. Is it possible to install the added air conditioning necessary to serve the new addition on the ninth floor, or must it be placed elsewhere? Can it be placed on the roof of the proposed fourth floor addition? How much space will it require?

2. If new air conditioning equipment was purchased, would the space currently occupied by the air conditioning on the first and ninth floors be sufficient for the new equipment?

3. Since there should be a completely separate air and de-humidifying unit for Archives and Special Collections, will this unit be placed on the roof above? Maps and microforms also require separate air conditioning and humidity control. Can one unit service the Archives and Special Collections, maps, and microforms if they are housed in separate areas?

4. Can the skylights in the third floor ceiling be removed and closed? What would be the strength of the closed floor area?

5. Can the present open area between the stack tower and the wall on which the third floor roof bears be enclosed as part of the building when the fourth floor is added? There are many pipes in this area?

6. Can stairs and ramps be added to the proposed fourth floor to give access to both the lower (fourth) and the upper (fifth) floors? How much space would a ramp require for handicapped patrons to be able to use? What pitch? Would the approach be through a tunnel or walkway or would the two areas be connected?

7. Can an exterior elevator be built now to serve the second and third reading room floors, and be extended later to serve the fourth floor?

8. Will the exterior stairs (red brick-parking lot side) be extended to serve the fourth floor as fire stairs?

9. Could the existing elevators be removed and the floors closed? How much space would be gained? Would the weight load factor remain the same?

10. Can the ninth floor roof drain pipe be re-routed over the cooling tower roof rather than through the ceiling of the eighth floor?

APPENDIX A

AMERICAN LIBRARY ASSOCIATION STANDARDS FOR COLLEGE LIBRARIES
(from College & Research Libraries News, v. 36, no. 9, October 1975)

FORMULA A—

The formula for calculating the number of relevant print volumes (or microform volume-equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

1. Basic Collection	85,000 vols.=	85,000
2. Allowance per FTE Faculty Member	*1,772 x 100 vols.=	177,200
3. Allowance per FTE Student	17,384 x 15 vols.=	260,760
4. Allowance per Undergraduate Major or Minor Field . .	135 x 350 vols.=	47,250
5. Allowance per Masters Field, When No Higher Degree is Offered in the Field	86 x 6,000 vols.=	515,000
6. Allowance per Masters Field, When a Higher Degree is Offered in the Field	48 x 3,000 vols.=	144,000
7. Allowance per 6th-year Specialist Degree Field	none 6,000 vols.	
8. Allowance per Doctoral Field	69 x 25,000 vols.=	1,725,000
		2,955,210

A "volume" is defined as a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise prepared for use. For purposes of this calculation microform holdings should be included by converting them to volume-equivalents. The number of volume-equivalents held in microform should be determined either by actual count or by an averaging formula which considers each reel of microform as one, and five pieces of any other microformat as one volume-equivalent.

Libraries which can provide promptly 100 percent as many volumes or volume-equivalents as are called for in this formula shall, in the matter of quantity, be graded A. From 80-99 percent shall be graded B; from 65-79 percent shall be graded C; and from 50-64 percent shall be graded D.

*Figures from University of Miami Fact Book of 1980-81.

FORMULA B—

The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000 . .	20 x 1 librarian =	20
For each 1,000 or fraction thereof, FTE students above 10,000 .	8 x 1 librarian =	8
For each 100,000 volumes, or fraction thereof, in the collection .	11 x 1 librarian =	11
For each 5,000 volumes, or fraction thereof, added per year . .	8 x 1 librarian =	8
		47

Libraries which provide 100 percent of these formula requirements can, when they are supported by sufficient other staff members, consider themselves at the A level in terms of staff size; those that provide 75-99 percent of these requirements may rate themselves as B; those with 55-74 percent of requirements qualify for a C; and those with 40-54 percent of requirements warrant a D.

APPENDIX B

LIBRARY USER INQUIRY

University of Miami
Coral Gables, Florida

The Otto G. Richter Library of the University of Miami is conducting a user inquiry as a basis for improving our services to the academic community. We ask for a small effort from you which can be of great assistance to us. The inquiry is designed to identify what you think of the Library and our programs. This knowledge will help us to better plan to meet your needs.

There are three parts to the questionnaire. Part I is an image survey. It is intended to give us an understanding of your views, perceptions, and beliefs regarding the Library and some aspects of the University which are related to the Library. Part II is an importance/success survey. It seeks to determine which library needs are most important to you and how successful the Library is in meeting your needs. Part III is a new services survey. The intent of this section is to provide us a sense of what types of potential new services you consider most important.

A number of the items and questions are repetitive and seem redundant. Do not be concerned about this; it is a characteristic of this type of questionnaire. You may also find that you are asked to choose between two alternatives which are quite similar. Again, this is the nature of the questionnaire. Select an answer even though you might feel a bit uneasy about it. We are concerned with the total outcome. However, it is very important that EVERY QUESTION BE ANSWERED.

Will you help us by spending fifteen minutes answering the questionnaire before leaving the building. Boxes are provided at the main exit for receipt of the completed questionnaire.

IF YOU HAVE ALREADY COMPLETED ONE QUESTIONNAIRE IT IS NOT NECESSARY THAT YOU COMPLETE ANOTHER ONE.

1. Please check:

_________ Freshman
_________ Sophomore
_________ Junior
_________ Senior
_________ Graduate

_________ Instructor
_________ Assistant Professor
_________ Associate Professor
_________ Professor
_________ Other (specify)__________
____

2. What is your college?_____________________________

3. What is your department (major)?_____________________________

4. How often do you use the UM Library? ______ Daily, _______ Weekly, _______ Monthly, ________ Several times a semester, _______ Never

5. If student, check one: _____ Primarily day student, ______Primarily night student

6. If student, check your residence: _____On campus, ________ Off campus

ID #_______________Optional

IMAGE SURVEY

Appearing below are a series of terms and phrases which represent contrasting views of the University and the Library, and which also characterizes how well the Library is fulfilling its role within the University. You are asked to complete the image survey by placing an "X" in the box which best indicates your view on each issue. Your first impression will probably best represent your view. Therefore, answer quickly and don't try to evaluate each term.

EXAMPLE: Miami is:

Really modern	/ /X/ / /	Sort of Old-Fashioned

THE UNIVERSITY IS:

Innovative	/ / / / /	Traditional
Research Oriented	/ / / / /	Instruction Oriented
Mostly Concerned with Graduate Programs	/ / / / /	Mostly Concerned with Undergraduate Programs
Experiencing Increasing Financial Support	/ / / / /	Experiencing Decreasing Financial Support
Emphasizing Arts and Sciences	/ / / / /	Emphasizing Career Education
Growing	/ / / / /	Declining
Planning for the Future	/ / / / /	Interested Only in the Present
Oriented Toward On-Campus Students	/ / / / /	Oriented Toward Off-Campus Studen
Open to New Teaching Methods	/ / / / /	Closed to New Teaching Methods
Mostly Concerned About Faculty	/ / / / /	Mosty Concerned About Students

THE LIBRARY IS:

Inviting	/ / / / /	Not Very Appealing
Easy to Use	/ / / / /	Hard to Use
Valuable	/ / / / /	Of Little Value
A Good Place to Study	/ / / / /	A Poor Place to Study
Helpful	/ / / / /	Unhelpful
Faculty Oriented	/ / / / /	Student Oriented
Concerned Mostly with Information Storage	/ / / / /	Concerned Mostly with Information Retrieval
An Important Part of the Instructional Process	/ / / / /	A Minor Part of the Instructional Process
Aware of User Needs	/ / / / /	Unaware of User Needs
Concerned Mostly with Maintaining the Collection	/ / / / /	Concerned Mostly with Providing Information Services
Responsive to User Needs	/ / / / /	Not Responsive to User Needs
Mostly Interested in Preserving Books	/ / / / /	Mostly Interested in Helping People
A Significant Contributor to the Instructional Process	/ / / / /	A Minor Contributor to the Instructional Process

THE LIBRARY'S SERVICES ARE:

Useful	/ / / / /	Useless
Strong	/ / / / /	Weak
Distinctive	/ / / / /	Ordinary
Reliable	/ / / / /	Unreliable
Necessary	/ / / / /	Unnecessary
Adequate	/ / / / /	Inadequate
Valuable	/ / / / /	Worthless
Superior	/ / / / /	Inferior
Helpful	/ / / / /	Unhelpful
Fast	/ / / / /	Slow
Friendly	/ / / / /	Unfriendly
Passive	/ / / / /	Active
Research Oriented	/ / / / /	Instruction Oriented
For Faculty	/ / / / /	For Students
Heavily Used	/ / / / /	Little Used
Easy to Use	/ / / / /	Hard to Use
Pleasant	/ / / / /	Unpleasant
Improving	/ / / / /	Declining
Efficient	/ / / / /	Inefficient

THE LIBRARY'S COLLECTION IS:

Useful	/ / / / /	Useless
Strong	/ / / / /	Weak
Distinctive	/ / / / /	Ordinary
Reliable	/ / / / /	Unreliable
Necessary	/ / / / /	Unnecessary
Adequate	/ / / / /	Inadequate
Large	/ / / / /	Small
Valuable	/ / / / /	Worthless
Rich	/ / / / /	Poor
Superior	/ / / / /	Inferior
Research Oriented	/ / / / /	Instruction Oriented
For Faculty	/ / / / /	For Students
Heavily Used	/ / / / /	Little Used
Current	/ / / / /	Out of Date
Improving	/ / / / /	Declining
Academic Oriented	/ / / / /	Recreation Oriented
Book and Journal Oriented	/ / / / /	Non-Book Oriented

THE LIBRARY'S FACILITIES ARE:

Useful	/__/__/__/__/	Useless
Reliable	/__/__/__/__/	Unreliable
Adequate	/__/__/__/__/	Inadequate
Helpful	/__/__/__/__/	Unhelpful
Efficient	/__/__/__/__/	Inefficient
Improving	/__/__/__/__/	Declining
Easy to Use	/__/__/__/__/	Hard to Use
Well Organized	/__/__/__/__/	Poorly Organized
Comfortable	/__/__/__/__/	Uncomfortable
Roomy	/__/__/__/__/	Crowded
Conveniently Located	/__/__/__/__/	Inconveniently Located
Attractive	/__/__/__/__/	Unattractive
Well Designed	/__/__/__/__/	Poorly Designed
Heavily Used	/__/__/__/__/	Little Used

IMPORTANCE/SUCCESS SURVEY

The library is seeking to answer two questions. First, we would like to know what type of library needs are most important to your work. Second, we would like to determine how well we are presently meeting your needs. You are asked to provide two answers to each of the questions appearing below. Answer in the following manner: (1) indicate how important the need is to you by placing the letter "I" in the box which best indicates that importance; (2) indicate how successful the library has been in providing for that need by placing the letter "S" in the box which best indicates that success.

"I" = Importance "S" = Success

	Need for a TV set	(min)	/__/__/ I /S/__/	(max)
EXAMPLE:	Need for a watch	(min)	/__/__/__/I,S/__/	(max)
	Need for a CB radio	(min)	/ S / I /__/__/__/	(max)

1. THE NEED TO BORROW THE FOLLOWING TYPES OF MATERIAL:

a. Books............................(min) /__/__/__/__/__/ (max)

b. Journals.........................(min) /__/__/__/__/__/ (max)

c. Government documents..............(min) /__/__/__/__/__/ (max)

d. Audio-visual material.............(min) /__/__/__/__/__/ (max)

e. Other (specify)________________(min) /__/__/__/__/__/ (max)

2. THE NEED TO BORROW MATERIAL FOR THE FOLLOWING PURPOSES:

a. For course purposes...............(min) /__/__/__/__/__/ (max)

b. For research (publication, dissertation, term paper, etc.).........(min) /__/__/__/__/__/ (max)

c. For general purposes..............(min) /__/__/__/__/__/ (max)

d. Other (specify)________________(min) /__/__/__/__/__/ (max)

3. THE NEED TO LOCATE INFORMATION OF THE FOLLOWING TYPES:

a. Simple facts for course purposes....... (min) / / / / / / (max)
b. Simple facts for research purposes..... (min) / / / / / / (max)
c. Simple facts for general purposes...... (min) / / / / / / (max)
d. Complex data for course purposes....... (min) / / / / / / (max)
e. Complex data for research purposes..... (min) / / / / / / (max)
f. Complex data for general purposes...... (min) / / / / / / (max)
g. Other (specify)________________________ (min) / / / / / / (max)

4. THE NEED FOR ASSISTANCE FROM THE LIBRARY STAFF:

a. In obtaining books.................... (min) / / / / / / (max)
b. In obtaining journal articles.......... (min) / / / / / / (max)
c. In obtaining government documents...... (min) / / / / / / (max)
d. In obtaining audio-visual materials.... (min) / / / / / / (max)
e. In obtaining material from other libraries............................. (min) / / / / / / (max)
f. In obtaining simple facts for course purposes.............................. (min) / / / / / / (max)
g. In obtaining simple facts for research purposes.............................. (min) / / / / / / (max)
h. In obtaining simple facts for general purposes.............................. (min) / / / / / / (max)
i. In obtaining complex data for course purposes.............................. (min) / / / / / / (max)
j. In obtaining complex data for research purposes.............................. (min) / / / / / / (max)
k. In obtaining complex data for general purposes.............................. (min) / / / / / / (max)
l. In using the card catalog............. (min) / / / / / / (max)
m. In using indexes and other aids........ (min) / / / / / / (max)
n. Other (specify)________________________ (min) / / / / / / (max)

5. THE NEED FOR LIBRARY FACILITIES:

a. Tables at which to study or work....... (min) / / / / / / (max)
b. Open individual study stations......... (min) / / / / / / (max)
c. Enclosed private studies............... (min) / / / / / / (max)
d. Group study rooms...................... (min) / / / / / / (max)
e. Copy machines.......................... (min) / / / / / / (max)
f. Audio-visual equipment................. (min) / / / / / / (max)
g. Microform readers...................... (min) / / / / / / (max)
h. Microform printers..................... (min) / / / / / / (max)
i. Lounge furniture....................... (min) / / / / / / (max)
j. Other (specify)________________________ (min) / / / / / / (max)

NEW SERVICES SURVEY

Your library realizes that it needs change and that new services may be required as new developments take place and new techniques are introduced. You are asked to indicate your support for each of the following suggested new services by placing an "X" in the box which best represents the extent of your support. Keep in mind that it is not certain that any of these services can be added in the near future. Please be very selective and indicate strong support only for those.

EXAMPLE:

Sponsor basket-weaving demonstrations (min) /X/ / / / / (max)

1. Provide an automated circulation system to check out books (min) / / / / / / (max)
2. Provide a required course of library instruction (min) / / / / / / (max)
3. Provide library instruction as part of an existing required course (min) / / / / / / (max)
4. Provide more informal instruction on use of library / / / / / / (max)
5. Provide self-directed guides to using the library (min) / / / / / / (max)
6. Include more audio-visual material in the library (min) / / / / / / (max)
7. Furnish rental electric typewriters (min) / / / / / / (max)
8. Provide free manual typewriters (min) / / / / / / (max)
9. Furnish private studies to faculty and students (min) / / / / / / (max)
10. Provide computerized on-line catalog (min) / / / / / / (max)
11. Provide card catalog information desk (min) / / / / / / (max)
12. Other(s) (specify)____________________ (min) / / / / / / (max)

____

APPENDIX C

LIBRARY USER INQUIRY SURVEY RESPONDENTS

Total	Number	
	420	(100%)
Students		
Freshmen	57	(21%)
Sophomores	52	(19%)
Juniors	55	(20%)
Seniors	57	(21%)
Graduate	46	(17%)
	267	
Faculty		
Instructor	5	(4.4%)
Asst Prof	37	(32%)
Assoc Prof	24	(21%)
Professor	47	(41%)
Other	10	(8%)
	123	
Library Use		
Daily	95	(27%)
Weekly	176	(50%)
Monthly	50	(14%)
Sev Times a Semester	15	(4.1%)
Never	11	(3.1%)
	347	
Day/Night Student		
Day Student	252	(86%)
Night Student	40	(13%)
	292	
On/Off Campus		
On Campus	102	(34%)
Off Campus	198	(66%)
	300	
Engineering & Arch		
Arch	22	(47%)
Engineering	24	(52%)
	46	
CAIS	2	

Arts & Sciences		
Anthrology	1	
Art	5	(2.9%)
Biochemistry	5	(2.9%)
Chemistry	20	(11.9%)
Communications	32	(19%)
For Language	9	(5.3%)
Drama	1	(.5%)
English	12	(7.1%)
History	16	(10.1%)
Geography	4	(2.3%)
Geology	2	(1.1%)
Judaic Studies	4	(2.3%)
Computer Science	4	(2.3%)
Med Tech	1	(.5%)
Marine Science	2	(1.1%)
Math	5	(2.9%)
Biology	17	(10.1%)
Philosophy	6	(3.5%)
Physics	1	(.5%)
Psychology	13	(7.7%)
Religion	5	(2.9%)
Sociology	3	(1.7%)
	168	
Business		
Accounting	9	(9%)
Bus Law	14	(14%)
Finance	6	(6%)
Gen Business	29	(29%)
Intern Finance	6	(6%)
Manage Science	19	(19%)
Marketing	9	(9%)
Politics & Pub Aff	7	(7%)
	99	
Nursing	2	
Education	22	

APPENDIX D

REVISED LIBRARY USER INQUIRY SURVEY

The Otto G. Richter Library of the University of Miami is conducting a user survey as a basis for improving our services to the academic community. Please complete only one survey as carefully as possible and transpose your answers to the IBM sheet. (Social security number is optional but would aid us).

Please fill in one lettered space on the IBM sheet in answer to appropriate numbers.

1--A-Freshman
  B-Sophmore
  C-Junior
  D-Senior
  E-Graduate

2--A-Instructor
  B-Assistant Professor
  C-Associate Professor
  D-Professor
  E-Employee

3--A-Business
  B-Science
  C-Art, Architecture, Drama
  D-English, Music, Communication
  E-Foreign Language, Philosophy Religion

4--A-History, Geography, Anthropology
  B-Psychology, Sociology, Education
  C-None of the above

THE LIBRARY'S SERVICES ARE:

L44 Concerned mostly with maintaining collection	23 a b c d	Concerned mostly with helping people find information
L50 Necessary	24 a b c d	Unnecessary
L55 Fast	25 a b c d	Slow
L56 Friendly	26 a b c d	Unfriendly
L58 Research oriented	27 a b c d	Instruction oriented
L59 For faculty	28 a b c d	For students
L61 Easy to use	29 a b c d	Hard to use
L63 Improving	30 a b c d	Declining
L30 Commuter student oriented	31 a b c d	Resident student oriented

THE LIBRARY'S COLLECTION IS:

L65 Useful ____/___/___/____ Useless
32 a b c d

L67 Distinctive ____/___/___/____ Ordinary
33 a b c d

L71 Large ____/___/___/____ Small
34 a b c d

L75 Research oriented ____/___/___/____ Instruction oriented
35 a b c d

L78 Current ____/___/___/____ Out of date
36 a b c d

THE LIBRARY'S FACILITIES ARE:

L36 A good place to study ____/___/___/____ A poor place to study
37 a b c d

L89 Well organized ____/___/___/____ Poorly organized
38 a b c d

L90 Comfortable ____/___/___/____ Uncomfortable
39 a b c d

L91 Roomy ____/___/___/____ Crowded
40 a b c d

L95 Heavily used ____/___/___/____ Little used
41 a b c d

Quiet ____/___/___/____ Noisy
42 a b c d

THE NEED TO USE:

L96 Books...............53 min a / b / c / d max

L98 Journals............54 min a / b / c / d max

L100 Government..........55 min a / b / c / d max
Documents

L102 Audiovisual.........56 min a / b / c / d max

THE NEED FOR ASSISTANCE FROM THE LIBRARY STAFF:

L130	In obtaining journals	57	min	a/b/c/d	max
L134	In obtaining audiovisual	58	min	a/b/c/d	max
L138	For information for courses	59	min	a/b/c/d	max
L140	For information for research	60	min	a/b/c/d	max

THE NEED FOR LIBRARY FACILITIES:

L156	Tables at which to study or work..........	61	min	a/b/c/d	max
L158	Open individual study stations............	62	min	a/b/c/d	max
L160	Enclosed private studies..................	63	min	a/b/c/d	max
L162	Group study rooms.........................	64	min	a/b/c/d	max
L164	Copy machines.............................	65	min	a/b/c/d	max
L166	Audiovisual equipment.....................	66	min	a/b/c/d	max
L168	Microform readers.........................	67	min	a/b/c/d	max
L170	Microform printers........................	68	min	a/b/c/d	max

Your library realizes that it needs change and that new services may be required as new developments take place and new techniques are introduced. You are asked to indicate your support for each of the following suggested new services by placing an "X" in the box which best represents the extent of your support. Keep in mind that it is not certain that any of these services can be added in the near future. Please be very selective and indicate strong support only for those.

1.	Provide computerized on-line catalog	(MIN)	/ / / A B C D	(MAX)
2.	Provide self-directed guides to using the library	(MIN)	/ / / A B C D	(MAX)
3.	Provide card catalog information desk	(MIN)	/ / / A B C D	(MAX)
4.	Furnish private studies to faculty and students	(MIN)	/ / / A B C D	(MAX)
5.	Furnish rental electric typewriters	(MIN)	/ / / A B C D	(MAX)
6.	Provide more informal instruction on use of library	(MIN)	/ / / A B C D	(MAX)

7. Provide an automated circulation system to check out books. (MIN)___/___/___/___(MAX)
A B C D

8. Include more audiovisual material in the library (MIN)___/___/___/___(MAX)
A B C D

9. ____________________________________ (MIN)___/___/___/___(MAX)
A B C D
____

10. ____________________________________ (MIN)___/___/___/___(MAX)
A B C D
____

APPENDIX E

Name ________________________

A03 ACTIVITIES REPORT FORM

The Library Personnel Office would like to have a record of those activities of staff members which have a relationship to their duties or result from their professional affiliations. This questionnaire is intended to provide this information and will become a part of the permanent personnel file for each individual.

Please type the information requested below for the year beginning March 31, 1980. Do not include purely social activities (e.g., lodges or clubs), church work or avocational interests. Do include work on local staff committees as well as participation in more general professional groups. Please attach this form to your performance appraisal, or return it separately if you are not being reviewed at this time.

PLEASE TYPE (Use extra sheet if necessary)

1. Publications (as author, co-author, editor, compiler, etc.). Please give exact citations for articles or books.

2. Professional activities (committee work, offices held, special assignments, etc.)

3. Speeches (place, date, group addressed, title of address)

4. Teaching (institution, department, course name and number, quarter or semester)

5. Course work (courses taken for (a) audit; (b) credit; give names of institution and titles of courses)

   (a)

   (b)

APPENDIX F

APPLICATION
STAFF EXCHANGE PROGRAM

DEPARTMENTAL PROGRAM ______________________ DATE ______________

Name ______________________ Position Title ______________

Department ______________________ Work Schedule ______________

EDUCATIONAL BACKGROUND (e.g., undergraduate/graduate; for library school indicate areas of concentration or general program)

Institution	Years	Degree	Program

WORK EXPERIENCE (e.g., summarize major responsibilities of current position; indicate specific library resources or tools utilized in performance of job)

Current Position:

Previous Relevant Positions: (UM & other - use back of form if necessary)

OTHER ACTIVITIES (current and projected - e.g., committee assignments, course work and other professional commitments)

What do you consider to be the primary reason for the establishment of this Staff Exchange Program?

Why do you wish to participate in this program and in the particular activity you have requested?

TO BE FILLED OUT BY DEPARTMENT HEAD

Please comment on the applicant's qualifications to perform effectively in the specified department. Please indicate your willingness to have this staff member participate in the program.

DATE

DEPARTMENT HEAD

APPLICANT

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